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STUDENTS' PERCEPTIONS OF THEIR INVOLVEMENT IN
DECISION-MAKING PROCESSES ASSOCIATED WITH
THE GOVERNANCE OF TWO ALBERTA COLLEGES

BY



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Students' Perceptions of Their Involvement in Decision-Making Processes Associated with the Governance of Two Alberta Colleges," submitted by David Jeffares in partial fulfilment of the requirements for the degree of Master of Education.

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ABSTRACT

Traditionally, the responsibility for decision-making associated with college governance has been assumed by administrators. More recently, faculty members have sought after and achieved an active voice in policy-making. Currently, there appears to be a trend on the part of students to desire active participation in these decision-making activities.

The purpose of this study was to investigate the proposition that students want an active voice in decision-making activities associated with college governance. A four-part questionnaire entitled *Student Participation in College Governance* was administered to 500 students in two Alberta colleges. The instrument was designed to measure the degree of perceived and preferred participation students believed that they had in twenty-two decision-making activities. The importance of student involvement in making these decisions was also measured.

Two-way analysis of variance with repeated measures on the first and second factors was performed to reveal significant differences between perceived and preferred levels of participation. Analyses were conducted on the data which were regrouped eight times according to varying descriptive criteria. Tests for simple effects were used to analyse interactions which occurred between the first factors (eight descriptive criteria used for regrouping) and the second factor (perceived and preferred participation). Histograms were developed to illustrate frequencies and percentage of responses to the questions

which measured the importance of involvement.

The findings indicated that the mean of perceived involvement was 1.5 or mid-way between "minimal" and "slight" involvement. The mean of preferred involvement was 2.7 which approached "equal" participation with students and faculty sharing the responsibility. There was a significant difference between perceived and preferred participation beyond the .01 level of confidence in each of the eight analyses of variance. The mean score in the importance of involvement, 3.2, was indicative of slightly more than "moderate" importance attached by students to their participation in college governance.

Several conclusions were drawn. Students prefer a greater degree of participation in college governance than they already have. Younger, first-year students who were attending a large urban college appeared to desire a more substantial voice in thirteen of the twenty-two decision-making processes. Decision-making activities associated with curricular matters, policies directly affecting students, and policies related to the image of the college, were of most importance to the respondents while they expressed least interest in activities which were purely administrative in nature.

To date, there has been very little research into the concept of student participation in college governance. Investigation should continue in an effort to determine if the current claim of students to active participation in decision-making is a passing fad or a trend towards a permanent partnership in college governance.

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CHAPTER I

THE RESEARCH QUESTION

Traditionally, administrators have assumed the responsibility for making decisions relative to the provision of facilities required to meet the needs of college students. More recently, faculty members have assumed a share of the responsibility associated with the process of making decisions in addition to carrying them out. (Blai, 1970)

Today, according to Bowles (1968) and Shoben (1969), a trend appears to be developing towards the active involvement of students in making decisions which determine the experiences they will encounter while attending college.

Meaningful inclusion of students in a rapidly expanding array of decision-making activities is a weighty problem which presently faces those who are responsible for college governance.

A second, and perennial issue, is the delicate balance which exists between a stable campus and one which is unstable. The root of campus instability or unrest is obscure and difficult to identify. Sandness (1969:2) has indicated that ". . . part of the problem is perhaps centered around the decision-making processes in institutions of higher education."

The literature reveals a trend which is slowly developing towards direct student involvement in college governance. Deegan (1970) has suggested that the initial step in vitalizing student involvement must

be to create an atmosphere where students can become effective participants in the decision-making process. Before an atmosphere can be created or modified in colleges to ensure that students may become effective participants in decision-making processes, the status of student involvement within the framework of college governance must be ascertained.

It has been the central purpose of this study to examine the status of student participation in twenty-two decision-making activities associated with the governance of two community colleges in the Province of Alberta.

THE PROBLEM

The basic purpose of the investigation was to measure students' perceptions of their involvement in twenty-two decision-making activities associated with the governance of two community colleges in the Province of Alberta. From this measurement, the relationship between perceived and preferred involvement was to be determined.

THE SUB-PROBLEMS

In order to obtain data to satisfy the objective of the study, the research question was divided into six sub-problems:

1. a measurement of students' perceived involvement in each of twenty-two decision-making processes associated with college governance,
2. a measurement of students' preferred involvement in each of

twenty-two decision-making processes associated with college governance,

3. the determination of significant differences between perceived and preferred involvement in each of twenty-two decision-making processes associated with college governance,

4. the identification of significant interactions between first and second factors used in the investigation,

5. a measurement of the degree of importance which students attached to their involvement in each of twenty-two decision-making processes associated with college governance, and

6. an attempt to rank the twenty-two decision-making processes in their apparent order of importance to college students.

JUSTIFICATION OF THE RESEARCH QUESTION

While it may be true that students controlled the entire university in the past, the contemporary concept of student participation in college governance is regarded as a new and, in many ways, threatening development. According to Richardson (1970:18)

. . . administrators now are being compelled to face the question of student involvement before they . . . have been given the opportunity of a decent period of adjustment to the shock occasioned by the sudden rise of faculty members to positions of power within our institutions.

The literature indicates that the problem of student involvement in the governance of American colleges is one of growing dimensions. It would be difficult to determine if student involvement in college governance presents a challenge of similar proportions to administrators

and faculty members in the Province of Alberta where the college system has been in operation less than five years. Administrators and faculty members are challenged by a two-pronged dilemma. They should provide students with effective participation in policy-making as expediently as possible. To involve students in college governance implies, automatically, the need to know how students perceive their role in decision-making processes at this point in time, what degree of involvement they would prefer, and how important the opportunity to participate really is to them. Such information is virtually non-existent, partly because the community college system is a relatively new concept in itself, and partly because "research on the community college student is a very recent event." (Caple, 1971:21) Meagre evidence of research is one justification for investigation into the perceptions students hold of their participation in college governance at this point in time. The concept of student participation in college and university governance has received considerable attention in recent literature and publicity of sometimes dubious exactitude has been generated via the media. Clearly, there is a need for a bank of descriptive evidence from which general principles can be drawn on which to base the development of a sound rationale for student involvement in college governance.

The principal objectives of this study were, consequently, an attempt to measure college students' perceived and preferred levels of involvement in decision-making relative to college governance, and to assess the degree of importance students attach to their participation

in this activity. It is hoped that the findings will be useful in the formulation of policies which will serve as the foundation to meaningful student participation in decision-making processes associated with the governance of community colleges in the Province of Alberta.

HYPOTHESIS

The study was designed, primarily, to investigate students' perceived and preferred limits of involvement in twenty-two decision-making processes associated with college governance. The following null hypothesis was postulated:

1. There is no significant difference between perceived and preferred participation in each of twenty-two decision-making activities when student are grouped according to the following criteria:

a. college of attendance

b. year of attendance

c. program

d. sex

e. age

f. regular membership in a students' council or elected membership on councils or committees under student or faculty jurisdiction.

g. high school background

h. student knowledge of provision made within the college for student participation in decision-making activities associated with college governance.

OPERATIONAL DEFINITIONS

1. Perceived participation in decision-making. Perceived participation in decision-making, for the purposes of this study, has been defined as the extent to which college students believed that they were involved in certain decision-making activities relative to college governance. For each of twenty-two decision-making activities, the extent of perceived participation has been measured in terms of a mean obtained by dividing the sum of all responses by the number in each of eight separate groupings of the sample. The mean of perceived involvement was subtracted from the mean of preferred involvement. The difference was tested for significance at the .01 level of probability by using a two-way analysis of variance with repeated measures on the second factor.

2. Preferred participation in decision-making. Preferred participation in decision-making, for the purposes of this study, has been defined as the extent to which college students believed that they should have been involved in certain decision-making activities relative to college governance. For each of twenty-two decision-making activities, the extent of preferred participation has been measured in terms of a mean obtained by dividing the sum of all responses by the number in each of eight separate groupings of the sample. From the mean of preferred involvement, the mean of perceived involvement was subtracted to obtain a difference which was tested for significance at the .01 level of probability by using a two-way analysis of variance with repeated measures on the second factor.

The mean scores in perceived and preferred participation for each sub-group within a grouping have been plotted in polygonal form in order to provide a visual representation of the mean scores reported by the respondents in each of the eight sub-groupings of the sample used in the study.

3. Importance. For the purposes of this study, importance has been defined as the significance college students have attached to their participation in each of twenty-two decision-making activities associated with college governance. The extent of this importance has been reported in two ways. In one instance, it has been measured in terms of a mean score derived from the sum of all responses divided by the number of respondents in each of eight separate groupings of the sample. These means have been used in the derivation of a ranking of twenty-two decision-making activities according to a descending degree of importance reported by the students in the sample. Frequencies of responses in each of the five categories provided in the continuum have been reported in the form of histograms which provide a visual representation of response modes ranging from little or no importance to one of considerable importance.

LIMITATIONS OF THE STUDY

1. The twenty-two decision-making activities which were used in the questionnaire represented an arbitrarily limited number of such processes.

2. The respondents were required to choose from a continuum of

responses which may not have included a condition exactly correspondent with their individual or actual perceptions.

3. The study was conducted in two community colleges located in southern and central Alberta. The larger college is situated in a city having a population in excess of 450,000 while the smaller college is located in an urban-rural center whose population is slightly more than 26,000.

4. The population sample was chosen on the basis of cluster sampling. College records were used to ascertain cluster suitability in terms of balance between:

- a. students in their first and second years of attendance, and,
- b. students registered in transfer and career programs.

5. Two-way analysis of variance with repeated measures on the first and second factors was used in testing the significance of differences between perceived and preferred means. Because "importance of involvement" was determined on the basis of a separate continuum comprised of five response categories, the scores were reported in the form of histograms but not in terms of F ratios and levels of statistical significance.

DELIMITATIONS TO THE STUDY

1. An attempt was made to obtain the perceptions of 500 students. According to Kerlinger (1964:62), a large sample provides " . . . the principle of randomization . . . a chance to work" and "the larger the

sample, the smaller the [sample] error." The investigator attempted to obtain the responses of a proportionate number of students who were registered on a full-time basis in each of the colleges at the time of the investigation. The total sample of 500 students involved 14 per cent of the combined enrolment in the two colleges.

2. Two-way analysis of variance with repeated measures on the first and second factors was conducted on perceived and preferred involvement in relation to eight grouping criteria:

a. two college sub-groups

b. first and second year-of-attendance sub-groups; respondents who were unable to categorize as first or second year students were excluded from this analysis

c. transfer and career program sub-groups; respondents who were unable to categorize as transfer or career students were excluded from this analysis

d. male and female sub-groups

e. four age category sub-groups

f. three membership sub-groups

g. three high school background sub-groups

h. three sub-groups based upon student knowledge of provision for student participation in decision-making activities relative to the governance of their college.

3. Descriptive analyses were of two kinds:

a. the profiles of mean scores in perceived and preferred involvement as reported by each sub-group have been presented

in the form of polygons, and

b. the frequencies of responses in each of five response categories associated with importance of involvement have been reported in the form of histograms.

ORGANIZATION OF THE STUDY

The first chapter has attempted to identify, justify, and set the limits for, an investigation into the problem of student participation in decision-making activities associated with college governance. The remainder of the thesis has been organized into four chapters. In the second chapter, a review of the literature relevant to arguments for and against student participation in college governance has been presented together with other considerations which include student rights, theory, and practice. The third chapter consists of a description of the research design and the conduct of the investigation in the two colleges which were selected for the study. An analysis of the data has been presented in the fourth chapter. The report includes the results from eight two-way analyses of variance with repeated measures on the first and second factors and fifteen tests for simple effects, the rejection of the null hypothesis, and the presentation of histograms which depict the response patterns obtained from the third section of the questionnaire which examined the importance students attach to their being involved in college governance. In the fifth chapter of the thesis, a summary of the investigation has been provided together with conclusions, implications, and recommendations for further study.

SUMMARY

In this chapter, a need has been identified and justified for research into the question of student participation in decision-making processes associated with the governance of community colleges in Alberta. Six sub-problems were identified for descriptive and/or statistical treatment. One null hypothesis was postulated, operational definitions were provided for three terms, and limitations and delimitations to the investigation were stated. The chapter concludes with an organizational outline of the remainder of the thesis.

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CHAPTER II

A REVIEW OF THE RELATED LITERATURE

In this chapter, the concept of student participation in decision-making has been reviewed in the light of its relevance to current college administration. The first section of the chapter deals with the basic issues in the controversy over student participation in governance. Several interpretations of the concept are presented from the point of view of administrators and faculty members on one hand and students on the other. Student rights are identified and brought together to form a base upon which to justify student involvement in policy-making. Subsequent discussion focuses upon evidence in support of, and against the inclusion of students in the decision-making process. A review of the factors students regard as being central to the issue precedes the presentation of models and ideas which are considered in the light of a developing rationale for effective student participation in college governance.

ISSUES WHICH ARE BASIC TO STUDENT PARTICIPATION IN COLLEGE GOVERNANCE

Student participation in college and university governance is not a new concept. Spurr (1969) reports that the problem of student power and confrontation faced universities and colleges as early as the eleventh century. Latin universities have followed the precedent

set in Bologna where students were given considerable voice in decision-making associated with institutional governance. North American and European universities, however, have taken their cue from Paris where the philosophy has favored decisional control vested, primarily, in the administration.

More recently, there has been a gradual recognition of faculty members as legitimate partners in the decision-making process. They have fought long and hard to gain and retain power over activities associated with decision-making. Consequently, the current trend towards active student involvement has been met with considerable resistance on the part of faculty members because

. . . demands for student participation in academic governance . . . challenge faculty members in their areas of professional competence. (Blai, 1970:4)

The establishment of effective student involvement implies reallocation of power which will be difficult to accomplish because of administrative and faculty resistance together with tradition and privilege. Aceto (1970) has concluded that

. . . increased student participation in policy-making can be effected only to the extent that it is welcomed by the faculty and administration in fact as well as in theory.

Faculty resistance, then, can be considered as one of two issues which are basic to the problem of effecting meaningful student participation in college governance.

The second issue is related to the moral right every citizen has to participatory democracy. This right is basic to the renovation and restructuring of decision-making mechanisms which currently operate

in institutions of higher education. Mitau (1969) suggests that participatory democracy will have to come if colleges are to remain viable and dynamic. This is not to say that administrators and faculty members should expect to lose their authority in matters of governance. The community college is composed of three identifiable groups: the administration, the faculty, and the students. A decision potentially affects any one of these groups to the same degree as it affects another. Notwithstanding, students apparently have little or no share in the power to make decisions despite the fact that they are the ". . . major justification for the institutions and [are] predominant in numbers." (Folio, 1970:1) To resolve the problem, some form of shared decision-making must find its way into the governance of every college. "People want to have a role in the decision-making processes that govern their lives" (Folio, 1971:4) and students, as members of the general citizenry, have a right to expect participatory responsibility in decision-making activities associated with college governance.

In summary, two issues seem to predominate in the matter of student participation in decision-making processes associated with college governance. The first has been identified as reluctance on the part of administrators and faculty to relinquish to students an appropriate share of autonomy in decision-making. The second rests upon the democratic right students may claim to meaningful involvement in policy-formation associated with college governance. As might be expected, the controversy lies in two camps. Most of the resistance

to the inclusion of students in decision-making processes originates with administrators and faculty members while much of the support for such involvement comes from the students themselves or sympathetic college administrators and staff members.

Perhaps Locklin and Stewart (1970:17) have suggested a reasonable solution to the conflict which appears to be developing between the two sides in the argument. In their view,

What is most appropriate then, could be broad, formal structural change, but, what may be most necessary is change in the informal structure that permits not only greater student access to and communications with faculty and administration, but also allows a greater integration of the general student body into a more comprehensive campus communication net.

STUDENT PARTICIPATION IN COLLEGE GOVERNANCE FROM TWO POINTS OF VIEW

Writers, among whom are Joughlin (1968), Kerlinger (1968), Folio (1970), and Richardson (1970), have suggested that administrators and faculty members are faced with at least three problems. Should students be given an active voice in decision-making processes? If so, how much? And, subsequently, how should this participatory right be handled?

This section attempts to summarize varying points of view in relation to favorable and unfavorable dispositions towards student involvement.

From the Point of View of Constraint

Two points of view have been presented. One illustrates the parent-child relationship which is characterized by unilateral decision-making. The second view draws attention to the relationship wherein an illusion of involvement is created.

The in loco parentis relationship. *In loco parentis* means in the place of a parent." Blai (1970), Bridges (1969), and Deegan (1970) have indicated that the principle of *in loco parentis* breeds indifference and hostility in contemporary students who dislike or ignore paternalism. They suggest that a parent-child relationship between administrators and faculty members on one hand and students on the other fosters unilateral communication in hierarchially organized institutions. Because increasing numbers of students are demanding an effective voice in college decision-making processes, the principle of *in loco parentis* is no longer viable in the development of student involvement in college governance.

Tokenism. Deegan (1970:18) states that ". . . tokenism which offers the promise [of participation] but withholds the substance of participation can only worsen the situation." Contemporary students are no longer satisfied to have control over trivial responsibilities such as college socials, basketball tournaments, and bi-monthly newspapers. Bridges (1969) states that students are not interested in "safe" activities; they wish to be involved in "sensitive" issues which are relevant and urgent in nature. Administrators and faculty

members should acknowledge that they can no longer expect to placate student demands for meaningful involvement with the aura of participation alone.

Discussion. The foregoing views reflect the traditional attitude towards the role of students in making decisions which affect them. *Folio* (1970) reports, however, that a philosophy of increased student representation is slowly evolving. According to Blai (1970), faculty members who were willing only to grant formal student power in the formulation of policies about the regulation of students' social behavior are now prepared to grant a form of informal student influence in academic matters. A consensus indicates that major decisions, especially those associated with academic governance, still remain primarily under the jurisdiction of administrators and faculty members. *Folio* (1970:1) suggests

. . . that further consideration must be given to certain distinctions such as those between academic and non-academic matters and between consultation and communication on one hand and decision-making and final authority on the other.

From the Point of View of Licence

One dominant theme appears to pervade most arguments which support broad participatory rights for students in all decision-making activities associated with college governance. The factor which lies at the heart of all-inclusive involvement is the contentious matter of voting privilege.

Parity in decision-making responsibility. Much of the controversy

which surrounds student participation stems from the question of parity. Earlier in this chapter, attention was drawn to the fact that administrators and faculty members are reluctant to relinquish some of their decision-making power to students. Parity implies voting privileges which are equal for students, administrators, and faculty members alike. This is the aspect of student participation which casts doubt and uneasiness in the minds of the senior members of the triad. On the other hand, students are insisting that achievement of parity on their part is the only assurance they will accept as a real indication that they are *bona fide* partners in the decision-making processes associated with college governance.

Discussion. Few colleges practise equality among groups. Although some writers acknowledge the trend towards parity, few are convinced that the time has come to introduce this degree of involvement. Knock (1969) has indicated that shared responsibility does not mean that students should be voting members at this time. He maintains, however, that every generation of students must help to re-establish the relevancy of educational experience and that students should be considered as participatory partners in the creation of a viable college.

Sturner (1971:225) adds an interesting note. He says, ". . . [students fear] that their integrity and independence will be compromised through inordinate proximity or rapport with the faculty and administration." This particular point of view dispels, to some

extent, a prevalent belief that students are seeking complete responsibility through a power struggle with the authorities.

Full realization of parity is likely to be characterized by a long and difficult reallocation of vested powers.

Summary

This section of the chapter has drawn together some considerations which support opposing views of student participation in decision-making activities associated with college governance. There is a definite trend towards the support of increased student involvement in decision-making processes.

STRENGTHS AND WEAKNESSES WHICH ARE INHERENT TO STUDENT PARTICIPATION

Two issues have been established in the question of student participation in decision-making processes associated with college governance. One issue, which rests with faculty members and administrators, is their disinclination to allow students into the decision-making arena. The other issue is the participatory right students claim they have to meaningful inclusion in democratic decision-making activities. The proponents of each issue have elicited convincing evidence in support of their respective views.

Students, together with sympathetic faculty members and administrators, are supported by arguments which are primarily idealistic and theoretical in nature. Those who doubt the wisdom of extensive

student participation in decision-making do so on grounds which are practical and difficult to refute in the face of reality.

Evidence Favoring Student Participation

Administrators and faculty members should attempt to consider the modern student in terms of his extensive knowledge, his sophisticated understanding of complicated problems, and his uninhibited use of speech. These factors were comparatively rare in students a decade ago. Even though contemporary students know a great deal, their superiors are reluctant to recognize the fact and even more reluctant to place trust in this youthful expertise when it could be applied to decision-making activities.

There are several qualitative areas which would seem to indicate that students have a contributory part to play in all decisions associated with college governance. These factors are attitude and commitment, perspective and expertise, and the ability to evaluate. A brief discussion concerning each area follows.

Attitude and commitment. Hein (1968:44) states that "participation in important decision-making favorably affects [students'] attitudes about formal education." Within his rationale for shared power and student decision-making, Chesler (1970) suggests that students are more likely to increase their learning and commitment to an organization when they are involved in making important decisions about that organization.

Perspective and expertise. Knock (1969) highlights the potential of college students in the contribution of insights and experiential background to the formulation of policy. This potential is also suggested by Spurr (1969) who terms it "freshness of opinion." Chesler (1970:9) names insight, experience, and relatively unbiased opinion as factors which are basic to

. . . perspective and expertise in institutional decision-making that students bring to organizational management and administration and to the conduct and supervision of learning experiences.

Ability to evaluate. It is not difficult to find support for student participation in evaluative processes. Several writers suggest that evaluation is a legitimate task in which to involve students. Hochman (1970:18) says, "Anyone knows . . . that students provide the most critical and useful commentaries." Spurr (1969) sees value in evaluation from the clients' (i.e. student's) point of view. He draws attention to ". . . undiluted critical appraisal"(1) which can be offered by students.

Some authors claim that student participation in evaluative processes contributes significantly to the maturation process. Blair (1969) affirms the worth of student involvement. He claims that the clear desire of students to accept greater responsibility must be reassuring, even to the skeptics.

Evidence Disfavoring Student Participation

A basic trust in the expertise and sense of responsibility in students constituted the framework of the arguments in support of student participation in decision-making activities associated with college governance. An element of distrust seems to pervade the evidence which is opposed to student involvement. The arguments which upheld student participation were idealistic and theoretical in nature while negative arguments are based upon the status quo. Six issues have been selected as evidence against the all-inclusive participation of students in decision-making. The issues, which are discussed briefly in the following paragraphs, include the legitimacy of decisions which have been made by students, competency, the element of transience in college students, student maturity, accountability, and apathy.

Legitimacy. The problem of legitimacy involves the legal status of governance which has been initiated through decisions made by individuals who are not considered to be "of age." Kerlinger (1968) places the question of legitimacy foremost in his argument against student involvement. Katz (1970:88) presents a firm case in support of his concern over legitimate decision-making on the part of students. He argues that

. . . the responsibility for institutional decisions and direction should rest on the shoulders of the people who are devoting their personal energies and risking their professional reputation, full time, in the best years of their lives, for the quality of the institution.

Competence. One basic question provides the root of the problem of competency. Can students, who are in the process of preparing for the future, knowledgeably determine the substance of their own learning experiences? Fellman (1970) says that lack of experience renders student competency in decision-making impossible. The skeptics are quick to point out that students are beneficiaries of the learning process and that they have no legal right to participate in the determination of the legacy they receive - that of knowledge.

Transience. Much of the controversy over student participation hinges upon the transient nature of students who attend two-year community colleges. Fellman (1970), Kerlinger (1968), Knock (1969), and Richardson (1971) all emphasize the short time horizon of students. Maguire in Pelczar (1968:8) states,

Students . . . lack the expertise . . . to function effectively in complex [college] affairs . . . they graduate, but the administration and faculty are left with the policies they [the students] helped devise.

In the same vein, Richardson (1971:22) says,

Students are notoriously impatient . . . [if they] plan to attend a college for two years, they are unlikely to see much advantage in a process that might correct over a five year period the conditions which concern them now.

Although some writers view transience as a healthy source of ideas for change and innovation, there is no doubt that the problems associated with the transitory nature of students will be difficult to resolve.

Maturity. Adults tend to equate responsibility with chronological age rather than mental age. Wyman in *Folio* (1971:3) has said, "Maturity is like beauty; it rests entirely in the eyes of the beholder." Student endeavor depends heavily upon expectation. If students are not expected to bear responsibility, they are likely to be irresponsible. Similarly, if they are not perceived as mature decision-making partners by their elders, they are likely to be immature.

Accountability. This problem is associated with responsibility for consequences. Accountability is also allied with transience because students who were the legislators of policy which may not have succeeded will not be on hand to rectify the situation. Knock (1969:7) asks, ". . . will the student accept and be held responsible for the consequences of his own behavior and for planning his own destiny?" A more likely question might be, will succeeding students accept the responsibility for the actions of their predecessors? This is a query only successive groups of students can answer.

Apathy. Several writers maintain that a large majority of students do not want to spend time and energy in matters of governance. To obtain an education and a means to a livelihood are the principal goals of this majority. While apathy may not pose any particular threat upon institutional governance, it does nothing to encourage the efforts of those students who do take an active interest in activities associated with college governance. The critics, however,

seize upon apathy and varying interest and enthusiasm to justify their conclusions--to allow students to participate in college governance is to run a calculated risk!

Summary

Evidence against extensive student participation in college governance is securely based and, for the present, outweighs any evidence which can be given in favor of decision-making responsibility shared equally by students, faculty members, and administrators alike. Until research based upon the results of pilot projects in fielding the concept of shared student participation in all decision-making activities related to college governance has been undertaken and evaluated, the cause for effective student involvement will be marked by struggle.

THE STANCE OF THE STUDENT

Thus far, the discussion has examined student participation from the standpoint of two basic issues: justified reluctance on the part of administrators and faculty members to encourage the concept, and justified support on the part of those who advocate shared participation in decision-making in view of the moral right they consider it to be. The purpose of this brief discussion is to elicit the issues which are most important to the student in his quest for an active voice in decision-making.

Five issues appear to be foremost in the minds of students.

Basic human rights, a voice in curricular decisions, double standards and oligarchic administration, evaluative procedures, and shared participation will each receive brief attention in this section.

Basic Rights

Harvey (1970:85) writes that students desire ". . . justice, equality, freedom, and dignity." These are the rights all citizens justifiably claim through democratic heritage. Yet students see themselves as being outside this sphere of rights because of the traditional attitude which contends that students, by virtue of their role, are too immature to behave in a rational manner. Wyman in *Folio* (1971:3) has recognized this shortcoming on the part of those who plot the learning destinies of students in colleges and universities today. He said,

We expect our students to understand the most complicated and sophisticated theories in the physical, life, and social sciences, [but] somehow they are not supposed to be able to understand the issues [colleges] face today.

Curricular Decisions

Wilson and Gaff (1969) report that students are disenchanted by tokenism and academic blueprints which foster the interest of institutional efficiency and faculty needs rather than the requirements of those for whom the institution was originally intended - the students. Students want an active voice in academic decisions under which they must labor.

Double Standards and Oligarchy

Barnett (1969) reports that students are frustrated by a discrepancy between professed goals of an institution and observed reality. *The New York Review of Books* (1970:10) indicates that a cause for campus unrest

. . . lies in the interaction of real issues and a student generation uniquely prepared to perceive and respond to these issues.

But students see themselves as pawns in a system which preaches liberal education in a democracy on one hand and practises oligarchy on the other. Most students would simply like to ". . . resolve contradictions and complacency." (Harvey, 1970:85)

Evaluative Procedures

Students are gravely interested in the evaluative procedures which are used to determine their progress and, more especially, their destiny. They have reason to believe that decisions which are made in this regard are often characterized by careless disinterest or bias on the part of the evaluator. Remembering Hochman (page 23), there would appear to be a strong case for student participation in the formulation of impartial yet flexible evaluative criteria.

Shared Participation

"Students want and deserve to be heard." (Katz, 1970:88)

Administrators and faculty members are beginning to listen but students have reason to wonder if their voices are really heard. Students believe that 'real' shared involvement will have been achieved only when

they have gained parity. Perhaps they are right. Perhaps the struggle to acquire equal voting rights is, after all, their best avenue to a real voice in college governance.

Summary

In conjunction with the concept of student participation in decision-making processes associated with college governance, the issues of greatest interest to students lie in the area of problems which are causing the greatest degree of concern in those whose responsibility it is to effect meaningful student participation. For example, the basic right to participatory democracy is a threat to administrative and faculty supremacy in decision-making processes. Curricular decisions have only recently become the responsibility of faculty members and student cognizance of oligarchic administration can scarcely be a comfort to traditional administrators! Demands for a voice in evaluative procedures and for parity complete a volatile array of crucial issues which must be met and resolved by administrators and faculty members if effective campus governance is to continue under their jurisdiction.

PROGRESS IN THE IMPLEMENTATION OF ACTIVE STUDENT PARTICIPATION

Although student participation in college governance has received considerable attention in the literature, evidence of descriptive or empirical data is meager. The problem of coping with student demands is upon college administrators and faculty members, yet there is little theoretical or experiential background on which to base practice.

This section of the chapter reports upon two studies associated with the concept of student participation in college governance, some thoughts on theory, and five examples of recent practice.

Studies Associated with Student Involvement

Two studies have been cited in terms of their findings which relate to the issues which have been discussed in this chapter. The Locklin study (1970) assessed the perceptions of students, faculty members, and administrators in four colleges with respect to decision-making processes. The Orcutt study (1969) involved a small sample of deans and students from twelve state colleges. The sample members were asked to state the degree to which they considered that students should participate in twenty-two decision-making activities associated with college governance.

Findings. Locklin found that:

1. students wanted more control over decision-making than faculty-administration found desirable,
2. students' desire for control was not predominantly based

upon any one decision-making activity, and that

3. a small percentage of the student population was involved in active protest over lack of student participation in decision-making processes whereas a large percentage of the enrolment supported the goals of the protest activities.

Orcutt found that:

1. a majority of the respondents favored

a relationship whereby the faculty, students, administration, and community establishes the purposes and minimum standards necessary to insure the existence of an ordered system with academic freedom, and relies upon the judgment of the students with respect to whether or not they accept those standards and ideals that do not infringe upon the rights of others within the institution. (40)

2. in none of the twenty-two decision-making activities was student participation ruled out.

Theory

The writers who defend student participation in decision-making acknowledge the need for a "participatory model of governance." (Richardson, 1971:33) Six consecutive steps in effective decision-making have been suggested by Bridges (1969). These steps are basic to any form of participatory governance a college might wish to attempt.

1. Define the problem.

2. Develop alternate courses of action.

3. Attempt to predetermine consequences.

4. Attempt to assess the probability or desirability of each consequence.

5. Select a course of action.

6. Execute the plan and commence evaluation.

Theoretical organization of participatory governance appears to fall within two categories:

1. the all-college council or senate, and
2. bicameral legislation.

The all-college council or senate. Knock (1969) advocates that all-college councils and senates should be characterized by equal representation from the administration, the faculty, and the students. Deegan (1970) suggests that the members should be elected from the designated constituencies on a formula basis. Richardson (1970) sees the council or senate as a legislating body based upon the following principles:

1. intercommunication,
2. separate but equal responsibilities,
3. institutional equilibrium,
4. recognition of student rights and freedoms,
5. role reconstruction, and

6. an administration which is accountable to faculty and students alike.

"The concept is one of shared authority and a community approach to the formulation of all policy decisions." (Richardson, 1971:23)

Locklin (1970) draws attention to an interesting variation of all-college councils and senates. He refers to the Temple Plan.

This organizational plan allows for overlapping group structure that still makes possible central administrative coordination while intensifying the interaction-influence system.

Bicameral legislation. Deegan (1970) has outlined a participatory model which would employ an upper and lower house, each of which would consider legislation within its own ranks before final approval. They propose that the upper house be comprised of administrators and faculty members who would form the Faculty Senate, and the lower house be comprised of students who would form the Student Assembly. Decisions would be made on the same basis upon which bills are passed in two-house governments. To date, the literature has not reported bicameral legislation in action.

Practice

Three examples of the all-college council or senate and three other innovations have been selected for this review.

All-college councils and senates. Blair (1969) reports that an all-college council operates with success in the Maryville College, Tennessee. This council is comprised of six administrators, six faculty members, and six students. No mention is made of the voting powers held by each group. The academic house, the religious house, and the social, cultural, and recreational house all report to the governing council.

Franklin and Marshall College in *The College Senate* (1969)

reports governance under the jurisdiction of a senate comprised of twenty members. Fifteen faculty members, three students, the President, and the Dean participate in "preserving and advancing the well-being of the college as a whole." (1) Voting procedures are not disclosed.

Smith (1969) describes the Trinity College Council as an experiment in collegiality. The council is composed of four students, four faculty members, and four representatives from the administration. Once again, voting is not discussed.

Other innovations. Hein (1968:42) discloses that Lane Community College in Eugene, Oregon encourages students to ". . . justify requests by participating and showing that [their] ideas are worthy." This was the only student-faculty committee which was found to exercise parity.

Appelson (1970) writes that Bucks County Community College in Newton, Pennsylvania, operates a forum through which students can answer their inner call to commitment and still function within the traditional democratic system. The forum is not new; it is a popular participatory device. The innovative aspect in Bucks is accreditation. Although several writers allude to accreditation, this is the only college which has reported the actual practice. The Special Projects Workshop carries a full course credit. In 1970-71, the topic under study was political participation.

In summary, a substantial need for descriptive and empirical evidence concerning effective student involvement in decision-making

processes has been implied through the meager number of reports which were available for this section of the chapter.

SUMMARY OF THE CHAPTER

An attempt has been made in this chapter to examine the conceptual framework of student participation in decision-making associated with college governance.

Initially, two basic issues relative to student involvement were presented. These were faculty reluctance to grant decision-making power to students and the question of the moral right students claim they have to involvement.

Subsequently, various interpretations of student participation in college governance were cited. The discussion included the principles of *in loco parentis*, tokenism, shared participation, and parity. An emerging trend towards shared authority was presented together with a brief glance at the students' point of view.

Brief consideration was given to the question of student rights in relation to student participation in governance. Evidence favoring student involvement included factors such as positive attitude, commitment, perspective, expertise, evaluative ability, and the maturity of the students. The other side of the argument revealed factors such as legitimacy, competence, transience, immaturity, accountability, and apathy, all of which have weakened the cause for student involvement. The issues which students consider most important in their quest for shared decision-making are five in number:

basic rights, curricular decisions, double standards and oligarchic administration, problems in academic evaluation, and the concept of shared participation.

The final portion of the chapter briefly examined progress which has been made in the implementation of viable student participation. Findings from two studies revealed the need for research. Considerations in participatory models of governance were grouped into two basic categories: the all-college council or senate and upper-and-lower-house legislation associated with bicameralism. The chapter concluded with a review of current practice in American community colleges. It was reported that forms of the all-college council or senate, the forum, accreditation for student participation in college governance, and parity have been successfully implemented in some American colleges. In conclusion, a need was emphasized for reliable information and valid research based upon tested theory and practice associated with student participation in decision-making processes relative to college governance.

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CHAPTER III

THE RESEARCH DESIGN AND CONDUCT OF THE INVESTIGATION

INTRODUCTION

This chapter consists of two related discussions which describe the research design and the conduct of the investigation.

A description of the research design has been presented in three parts. Following a brief review of college development in Alberta, the selection of two colleges has been explained in terms of their suitability for the investigation. The second part of the discussion has considered twenty-two decision-making activities associated with college governance in the light of their selection and justification. Finally, the preparation of the research instrument has been described together with an explanation of statistical and descriptive analyses which were selected for data processing.

The conduct of the investigation has been described in two sections. The first discussion has been focused upon the methodological sequence which was employed in the study. The second part of the description has elaborated upon the preparation of the data for statistical and descriptive analyses.

THE RESEARCH DESIGN

A BRIEF REVIEW OF COLLEGE DEVELOPMENT IN ALBERTA

In 1969, the *Alberta Colleges Act* united five community colleges into a system of post-secondary education. A sixth college will open in the fall of 1971. These colleges offer certificate and diploma programs which are one and two years in duration respectively. They also offer first year, and in some instances, second year transfer courses which are recognized by the three universities in Alberta. In addition to the colleges already described, three agricultural colleges and one private college are affiliated with the six community colleges through the Alberta Colleges Commission.

Because the college system is relatively new in Alberta, there is little institutional heritage. Student participation is a new challenge to college administrators. When organizational patterns are in the formative stages, innovative practices are usually introduced with greater ease. For this reason, it would seem fair to assume that the college system in Alberta could provide leadership in the development of a viable theory of student involvement in decision-making processes associated with college governance.

The current investigation was designed with two specific objectives in mind:

1. the provision of data representing the attitudes which students currently hold towards participation in college governance, and

2. the provision of a document intended to encourage further research in the concept of student involvement as it relates to effective decision-making shared by administrators, faculty members, and students.

SELECTION OF COMMUNITY COLLEGES FOR THE STUDY

Two colleges were selected for the investigation. Contrasts in the following criteria were considered in making the selection:

1. size
2. program offerings
3. location
4. high school background of students
5. length of time in operation

The Larger College

For the purposes of this study, the larger college, Mount Royal College, has been identified as College A.

College A had a full-time enrolment of 2,756 students as of March 1, 1971. Of this total, 368 respondents (13 per cent) were surveyed during the investigation.

College A offers transfer and career programs. The transfer program consists of first year courses which are in affiliation with the Faculties of Arts and Science, Business, Education, Medicine, and the School of Physical Education in the University of Calgary. Seven additional transfer programs are recognized by the Universities of

Alberta and British Columbia as well as the Colleges of Veterinary Medicine in Guelph, Ontario, and Saskatoon, Saskatchewan. The career program offers a two-year associate diploma program and a one-year certificate in a variety of study patterns. At the time of the study, 639 students (23 per cent of the total full-time enrolment) were registered in a transfer program while 2,117 students (77 per cent of the full-time enrolment) were registered in a career program. At the same time, 2,320 students (84 per cent of the total full-time enrolment) were registered in first year courses while 436 students (16 per cent of the total full-time enrolment) were registered in second year courses. College A is located in Calgary, Alberta, a large urban centre having a population in excess of 450,000. The college population is comprised primarily of students who have attended large urban high schools. College A, which opened in 1911, is the largest and oldest established college in the Alberta College System.

The Smaller College

For the purposes of this study, the smaller college, Red Deer College, has been identified as College B.

College B had a full-time enrolment of 734 students as of March 1, 1971. Of this total, 132 respondents (18 per cent) were surveyed during the investigation.

College B also offers transfer and career programs. The transfer program consists of first and second year courses which are in affiliation with ten faculties in the University of Alberta. Five

pre-professional programs, recreational administration, and science are also recognized by the University of Alberta. Although two-year diploma programs are offered in six areas, no one-year certification is granted in this college. At the time of the study, 550 students (75 per cent of the full-time enrolment) were registered in a transfer program while 184 students (25 per cent of the full-time enrolment) were registered in a career program. At the same time, 477 students (65 per cent of the full-time enrolment) were registered in first year courses while 257 students (35 per cent of the full-time enrolment) were registered in second year courses.

College B is located in Red Deer, Alberta, a rural-urban centre having a population slightly in excess of 26,000. The college population is characterized by students who have attended, primarily, smaller urban and small rural high schools. College B opened in September, 1964.

Summary

College A was characterized by the following criteria:

1. the largest community college in Alberta
2. attended by a majority of students registered in career programs
3. located in a large urban centre
4. attended by a majority of students who had studied in a large urban high school as opposed to smaller urban and small rural high schools
5. oldest established college in Alberta.

In contrast, College B was characterized by the following criteria:

1. a smaller community college in Alberta
2. attended by a majority of students registered in transfer programs
3. located in a smaller rural-urban centre
4. attended by a majority of students who had studied in smaller urban and small rural high schools as opposed to large urban high schools
5. recently established college.

SELECTION AND JUSTIFICATION OF SUITABLE DECISION-MAKING ACTIVITIES

The decision-making activities for this study pertain to college governance. The selection was based upon the following criteria:

1. The twenty-two decision-making activities (Table I) correspond with those used in a doctoral study which is currently being completed in the Department of Educational Administration, University of Alberta.

For the purpose of this study, explicative phraseology was added to seven items in order to ensure comprehension on the part of students.

2. Justification for each of the twenty-two decision-making activities was found in the literature.

Each of the twenty-two decision-making items has been

TABLE I

AUTHOR-SUPPORT FOR DECISION-MAKING ACTIVITIES

	Bayer	Block	Blomerley	Centra	Chesler	College Mgt.	Fellman	Hochman	Kerlinger	Locklin	Orcutt	Pelczar	Richardson	Sandness	Spurr	Wilson & Gaff
1. Introduction of new programs of study to be offered by the college	x		x			x	x	x			x	x	x	x		
2. Number and kinds of courses to be offered within the various programs of study			x			x		x		x	x		x	x	x	
3. Examinations	x					x		x			x	x		x	x	
4. Student promotion and graduation			x								x		x		x	
5. Allocation of students to classes and class sizes			x								x		x			
6. Teaching assignments and teaching loads			x								x			x		
7. Selection of the college's administrative staff			x			x	x	x			x					
8. Selection of the instructional staff			x			x	x				x	x			x	
9. Establishment of the college's administrative structure					x						x					
10. Tenure, promotion, and dismissal of academic staff	x		x		x		x			x	x	x				
11. College's budgetary requests			x		x					x	x	x		x		
12. Designing and planning for additional building space										x		x		x		

TABLE I (Continued)

	Bayer	Block	Blomerley	Centra	Chesler	College Mgt.	Fellman	Hochman	Kerlinger	Locklin	Orcutt	Pelczar	Richardson	Sandness	Spurr	Wilson & Gaff
13. Establishment of rules, regulations, and disciplinary procedures for the student body	x				x				x	x	x		x			x
14. Establishment of the college's class schedules										x			x			
15. Use of college facilities by various publics for activities not directly related to the college's program		x											x			
16. Selection and assignment of non-professional staff									x							
17. Operation and functioning of supportive services								x								
18. Classroom instructional practices		x													x	
19. Promotion and advertising of the college's programs of student and course offerings		x		x											x	
20. The college's relationships with other institutions and organizations		x									x					
21. Student admission requirements		x				x				x					x	
22. Allocation of grants and other monies received by the college		x				x										

considered in terms of relevance to college governance. Relevance has been assumed on the basis of support from the literature. The twenty-two decision-making activities have been listed in Table I. An indication of author-support has been given for each item.

PREPARATION OF THE SURVEY INSTRUMENT

The questionnaire, entitled *Student Participation in College Governance* (Appendix B) consisted of four parts:

Part I Personal Information

Part II Perceived and Preferred Participation in College
Governance

Part III Importance of Involvement

Part IV Addendum

Part I: Personal Information

This section of the questionnaire was designed to obtain eight items of descriptive information about each respondent. These were: college of attendance, year of study, type of program followed, sex, age, high school background, membership type (see Chapter I, p. 5), and knowledge of provision for student participation (see Chapter I, p. 5).

Part II: Perceived and Preferred Participation in College Governance

The first of two questions in each section of Part II was designed to determine the extent to which the college student perceived himself

as being involved in making certain decisions associated with college governance. The second question determined the extent to which the respondent preferred to be involved in making those same decisions.

The student was asked to select one of five response categories from the following coded continuum:

- T *entirely* by students
- SF *predominantly* by students, in consultation with
 the faculty
- E about *equally*, students and faculty sharing the
 involvement
- FS *partially* by students, with control vested
 predominantly in the faculty
- M *minimally* or not at all

Part III: Importance of Involvement

These questions were designed to determine the amount of importance the student attached to his participation in the twenty-two-decision-making activities which were used in Part II.

The student was asked to indicate one of five responses which were coded in order to avoid the possibility of considering importance quantitatively rather than subjectively. As in Part II, the response categories formed a nominal scale.

The coded categories of importance were as follows:

H of high importance to you

C of considerable importance to you

M of moderate importance to you

S of slight importance to you

L of little importance to you

Part IV: Addendum

The respondent had the opportunity to indicate decision-making activities associated with college government which had not been included in the twenty-two items used in Parts II and III.

In addition to the questionnaire, IBM answer sheets were designed for optical scoring and direct transfer of coded data onto computer cards. An example of the IBM answer sheet can be found in Appendix C.

Statistical and Descriptive Analyses Selected for Data Processing

Four computer programs were selected for the analysis of the data. These programs consisted of:

Histograms

Polygons

Two-Way Analyses of Variance with Repeated Measures on
the First and Second Factors

Tests for Simple Effects

Histograms. A program was designed to generate histograms which depicted the number of respondents in each of the response categories for each decision-making item. In addition to the graphs, this program delivered percentage frequencies, means, and standard deviations about the means.

Polygons. This program was designed to generate comparative polygons based upon average means scores for each of the twenty-two decision-making items. Each polygon was developed in relation to one of the eight factors in Part I of the questionnaire.

Two-way analysis of variance on the first and second factors. This program is available from the Division of Educational Research, University of Alberta. It is known as ANOVA 23. ANOVA 23 tested for significant differences and interactions between the means of perceived and preferred involvement in relation to each of the descriptive criterion in Part I of the questionnaire.

Tests for simple effects. This program was available from the *Minnesota Time System* (MTS) computing centre in *A Programmed Language* (APL). Details concerning this program which can be performed by the investigator are available from the Division of Educational Research.

CONDUCT OF THE INVESTIGATION

METHODOLOGY

Correspondence

Early in January, 1971, a letter requesting permission to conduct the study was sent to the President of each college. Both replies were in the affirmative. Subsequent letters requesting permission and assistance were sent to the Students' Association of College A and the Students' Council of College B. Once again, the replies were in the affirmative. Copies of the correspondence can be found in Appendix C.

Collection of the Data

The investigator personally conducted the investigation in both colleges during the first and second weeks of February, 1971.

The population sample in each college was chosen on the principle of cluster sampling. (Blalock, 1960:406) The investigator was assisted by administrative personnel in the selection of class groups which exhibited a balanced representation of transfer and career students and a proportionate distribution of first and second year students. Details concerning sample characteristics may be seen in Tables XIV, XV, and XVI in Appendix D.

After classes had been selected and clearance had been given by the instructors, times were assigned to the investigator for the survey. Most respondents required 20 to 30 minutes to complete the questionnaire.

The investigator briefly explained the nature of the study and read the directions along with the students after questionnaires, IBM answer sheets, and pencils had been distributed. After the investigator had introduced and explained the questionnaire, students who preferred not to complete the instrument were excused. Only full-time students completed the questionnaire.

The completed IBM answer sheets, the used questionnaires, and the pencils were returned to the investigator as respondents left the classes. Students who had already completed the questionnaire in another cluster were asked not to complete it again.

PROCESSING THE DATA

The IBM answer sheets were scanned for inadequacies. Thirty-seven answer sheets were rejected because they were incomplete or invalid due to multiple responses or some other error in marking. A total of 500 acceptable answer sheets were processed in the Division of Educational Research at the University of Alberta.

The response categories were assigned numerical values in order that means and mean averages could be established for use in statistical analyses. The numerical values which were assigned to the response categories used in Part II of the questionnaire were as follows:

T	=	5
SF	=	4
E	=	3
FS	=	2
M	=	1

The numerical values which were assigned to the response categories used in Part III of the questionnaire were as follows:

H = 5

C = 4

M = 3

S = 2

L = 1

Collapsed Categories

Certain data from Questions 5 and 7 in Part I of the questionnaire were collapsed for use in the generation of polygons, two-way analysis of variance, and tests for simple effects. The data were collapsed as follows:

Question 5. Six respondents in Category A (17 years or under) were added to 76 respondents in Category B (18) for a total of 82 respondents. Categories A and B became Category A (1), Category C became Category B (2), Category D became Category C (3), and Category E became Category D (4).

Question 7. The 172 respondents in Category A (a high school in Calgary) were added to the 80 respondents in Category C (a high school in a large urban centre other than Calgary) for a total of 252 respondents. Category A (1) then referred to "a high school in a large urban centre."

The 53 respondents in Category B (a high school in Red Deer) were

added to the 52 respondents in Category D (a high school in a smaller urban centre such as Red Deer) for a total of 105 respondents.

Category B (2) then referred to "a high school in a smaller urban centre."

In summary, Categories A and C became Category A (1), Categories B and D became Category B (2), and Category E (unaltered) became Category C (3).

Excluded Categories

For the purposes of statistical analysis, the respondents in the following categories were excluded:

Question 2. Six students who reported themselves in Category C (other) were excluded if year of attendance was being used as a first factor.

Question 3. Thirty-two students who reported themselves in Category C (other) were excluded if program type was being used as a first factor.

Statistical Analyses

Eight ANOVA 23 tests were conducted on the data which were divided each time according to one of the sub-grouping criteria.

Fifteen tests for simple effects were conducted in a programmed language (APL) to determine the source of each interaction reported by the two-way analyses of variance.

Descriptive Analyses

Fortran statements were prepared for two computer programs. Polygons based upon the average mean scores of perceived and preferred involvement were plotted for each of twenty-two decision-making items. A polygon was generated for each of the eight sub-groupings. Histograms, frequencies, percentages, means, and standard deviations were generated for each of the twenty-two decision-making activities.

SUMMARY OF THE CHAPTER

A description of the research design included the rationale used in the selection of two colleges which were used in the study, the selection and justification of twenty-two decision-making activities, and the development of the research instrument.

The conduct of the investigation was described in terms of a methodological sequence of activities which included data collection, data processing, and statistical and descriptive analyses which were performed upon the data.

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CHAPTER IV

ANALYSIS OF THE DATA

Introduction

In this chapter, the results of data analysis are presented.

A descriptive analysis, supplemented by frequency distributions and percentages, is reported in relation to the number of students who were in the different categories of eight subgroupings.

The results of two-way analysis of variance with repeated measures on first and second factors are reported together with differences between and among first and second factors which were significant. The null hypothesis is restated and rejected, and fifteen interactions are subjected to tests for simple effects.

The final section of the chapter consists of a descriptive analysis of the responses to Part III of the questionnaire. Average mean scores have been used as criteria upon which a ranked order of importance has been established for the twenty-two decision-making activities which were used in the study.

ANALYSIS OF STUDENT CHARACTERISTICS

The population sample consisted of 500 students in two Alberta colleges. A total of 368 (73 per cent of the total sample) were enrolled in College A and 132 (27 per cent of the total sample) were enrolled in College B.

Of the total sample, 268 respondents (54 per cent) were males and 232 (46 per cent) were females. Approximately three-fifths (59 per cent) of the total sample were under 21 years of age and two-fifths (41 per cent) were 21 years or over.

In College B, 19 students (14 per cent of 132 respondents) reported that they had been elected or appointed to a committee, council, or other college-oriented organization which was primarily student-controlled. In College A, 33 students (9 per cent of 368 respondents) were in this category. A slightly higher percentage of the respondents from College A (19 students or 5 per cent of 368 students) than from College B (4 students or 3 per cent of 132 respondents) reported that they had been elected or appointed to a committee, council, or other college-oriented organization which was primarily faculty-controlled. In both colleges, approximately four-fifths of the students reported that they had no specific organizational responsibilities except those associated with a regular membership in a students' union.

In the total sample, half the respondents (50.4 per cent) had attended a large urban high school. Students had been asked to signify if they had attended a large high school in the city of Calgary, Alberta, or another city of equivalent size. When the colleges were considered separately, however, the ratios differed markedly. In College A, 66 per cent of the respondents had attended a large urban high school while only 8 per cent of the respondents from College B had attended such a high school. In College A, 34

per cent of the respondents had attended smaller urban high schools or small rural high schools while 92 per cent of the respondents from College B had attended these types of high schools. A smaller urban high school was classified as one in a smaller city such as Red Deer, Alberta. Small rural high schools were considered in terms of those found in towns having a population of 600, for example. Despite distinct variation in high school backgrounds, the profiles for the four sub-groups in each college were remarkably similar.

Half the respondents in the total sample reported that provision was made for student participation in the governance of their particular college. Substantially more students in College B (71 per cent) knew about provision for student involvement than did respondents from College A (43 per cent). A greater percentage of respondents in College A (14 per cent) than in College B (8 per cent) reported "no provision." Almost twice as many respondents in College A (43 per cent) did not know if provision was made for participation in college governance; in College B, 21 per cent of the respondents did not know of such provision.

Frequencies and percentages of responses for each category within eight sub-grouping criteria have been reported in Table II.

ANALYSIS OF VARIANCE

Design of the Analysis

Two-way analysis of variance with repeated measures (ANOVA 23) was conducted on the data to test for significant differences between

TABLE II

FREQUENCIES AND PERCENTAGES OF STUDENTS
IN DESCRIPTIVE CATEGORIZATIONS

		College A		College B		Total	
		N	%	N	%	N	%
College A population = 368 College B population = 132 Total population = 500							
1. College of Attendance		368	100	132	100	500	100
2. Year of Attendance	First	269	73	65	49	334	67
	Second	93	25	67	51	160	32
	Other	6	2	0	0	6	1
3. Program	Transfer	186	51	95	72	281	56
	Career	159	43	28	21	187	37
	Other	23	6	9	7	32	7
4. Sex	Male	197	54	71	54	268	54
	Female	171	46	61	46	232	46
5. Age	18 years or under	54	15	28	21	82	16
	19	77	21	38	29	115	23
	20	84	23	12	9	96	19
	21 years or over	153	42	54	41	207	42

TABLE II (Continued)

Descriptive Categories		College A		College B		Total	
		N	%	N	%	N	%
College A population = 368							
College B population = 132							
Total population = 500							
		33	9	19	14	52	10
6. Membership	Elected or appointed membership in a student-controlled organization						
	Elected or appointed membership in a faculty-controlled organization	19	5	4	3	23	5
	Regular membership in a students' council	316	86	109	83	425	85
		241	66	11	8	252	50
7. High School Background	Large urban school						
	Smaller urban high school	42	11	63	48	105	21
	Small rural high school	85	23	58	44	143	29
8. Provision for Student Participation	Yes	158	43	93	71	251	50
	No	51	14	11	8	62	12
	Do not know	159	43	28	21	187	38

first factor groupings and between second factor groupings.

First factor groupings. The population sample was subdivided according to the following criteria:

1. college of attendance
2. year of attendance
3. program of study
4. sex
5. age category
6. membership category
7. high school background
8. student knowledge of provision for participation in college governance.

Each of the eight subgrouping criteria was considered as the first factor in the analysis.

Second factor groupings. In each of the eight tests, perceived participation versus preferred participation was the second factor considered in this study. The null hypothesis was postulated upon the difference between perceived and preferred participation.

Subsequent to the analysis of variance, interactions between first and second factors were investigated by means of tests for simple effects.

The first part of the discussion has considered the analysis of the second factor because the null hypothesis was postulated upon the difference between perceived and preferred involvement in college

governance as reported by 500 students who were attending two Alberta colleges in 1970-71. Subsequently, the analysis of the first factor has been presented together with the results of tests for simple effects which were conducted upon interactions which were reported in the two-way analysis.

Table B.3 in Winer (1962:646) was used to determine the significance of all F ratios which were generated by the analysis of variance.

Analysis of the Second Factor

The second factor in this study was the relationship between perceived and preferred participation in twenty-two decision-making items associated with college governance. The means of perceived and preferred participation have been reported in Tables III through X. F ratios for the second factor have been recorded in the column entitled "Perceived Means versus Preferred Means" in each of the eight tables.

Testing the null hypothesis. The following null hypothesis was postulated:

There would be no significant difference between perceived and preferred participation in each of twenty-two decision-making activities when students in the population sample were grouped according to the following criteria:

1. college of attendance
2. year of attendance
3. program

4. sex
5. age
6. membership
7. high school background
8. knowledge of provision for student participation in

decision-making activities associated with college governance.

In all tests, the difference between perceived and preferred participation was found to be highly significant beyond the .01 level of confidence. The null hypothesis was therefore rejected.

Analysis of the First Factors

Regroupings of the population sample were made according to eight descriptive criteria outlined above. Two-way analysis of variance with repeated measures on the first factor was conducted on the data to determine significant within-group differences. These differences have been presented for each subgroup. If significant interactions were reported in the analysis of a subgroup, results from tests for simple effects have also been discussed. F ratios for the first factor have been recorded in the third column from the right in Tables III through X. The F ratios for interaction have been recorded in the final column (extreme right) of each table.

College A versus College B. Refer to Table III. Differences between colleges in students' perceived and preferred participation were significant at the .01 level in decisions associated with examinations, the allocation of students to classes and class sizes,

TABLE III

COMPARISON OF MEANS IN PERCEIVED AND PREFERRED INVOLVEMENT BY COLLEGES
College A: N=368 College B: N=132

Decision Making Item	F Ratios							
	Perceived Means		Preferred Means		College A Means vs College B Means		Perceived Means vs Preferred Means	
	College A	College B	College A	College B	College A	College B	Perceived Means	Inter- action
1	1.7	1.8	3.1	2.8	0.7		595.8*	11.3*
2	1.7	1.6	3.0	2.8	4.2**		557.8*	4.1**
3	1.9	1.6	3.0	2.8	15.0*		378.2*	0.1
4	1.8	1.7	2.9	2.6	4.3**		297.1*	0.7
5	1.5	1.4	2.9	2.6	6.5*		441.8*	1.7
6	1.6	1.4	2.6	2.3	10.6*		307.2*	1.0
7	1.3	1.1	2.4	2.1	12.1*		368.5*	1.1
8	1.3	1.3	2.6	2.6	0.2		514.7*	0.7
9	1.4	1.4	2.5	2.4	0.9		436.0*	1.3
10	1.4	1.5	2.5	2.7	2.6		456.0*	0.6
11	1.6	1.4	2.7	2.5	7.2*		473.2*	0.2
12	1.6	1.8	2.6	2.5	0.8		316.0*	5.4**
13	2.0	2.3	3.4	3.3	2.7		410.5*	7.2*
14	1.7	1.4	2.9	2.5	16.9*		433.1*	1.3
15	1.6	1.6	2.7	2.7	0.6		365.0*	0.0
16	1.3	1.1	1.7	1.6	5.2**		108.0*	0.1
17	1.6	1.5	2.9	2.8	1.7		510.0*	0.1
18	1.8	1.6	2.9	2.9	3.7		456.4*	2.1
19	1.6	1.7	2.6	2.7	2.5		352.8*	0.3
20	1.8	1.8	3.0	3.0	0.0		468.5*	0.0
21	1.4	1.3	2.7	2.5	4.7**		497.9*	1.3
22	1.4	1.4	2.9	2.7	2.1		613.8*	1.7

*Significant at the .01 level.

**Significant at the .05 level.

teaching assignments and teaching loads, the selection of administrative staff, budgetary requests, and the establishment of class schedules. Differences were significant at the .05 level in decisions associated with the number and kinds of courses to be offered, student promotion and graduation, the selection and assignment of non-professional staff, and student admission requirements. In all ten cases of significance, College A students obtained higher means than College B students.

Four interactions were subjected to tests for simple effects. There was a significant difference between the mean scores reported by the students in College A and College B for preferred participation in decisions associated with the introduction of new programs of study and the number and kinds of courses to be offered. A significant difference occurred between the mean scores reported by the students in College A and College B for perceived participation in decisions associated with the design and planning of additional building space and the establishment of rules, regulations, and disciplinary procedures for the student body. Although the difference was significant between perceived and preferred participation for both colleges in decisions associated with the number and kinds of courses to be offered, the difference was significantly greater for College A than it was for College B.

In summary, College A students appeared to prefer a significantly greater degree of involvement than College B students in eleven of the twenty-two decision-making activities.

Year 1 versus year 2. Refer to Table IV. Differences between years of attendance in students' perceived and preferred participation were significant at the .01 level in decisions associated with the allocation of students to classes and class sizes, teaching assignments and teaching loads, the selection of administrative staff, the establishment of administrative structure, the establishment of class schedules, the selection and assignment of non-professional staff, and student admission requirements. Differences were significant at the .05 level in decisions associated with the operation and functioning of supportive services and the allocation of grants and other monies. In seven of the nine cases of significant difference, first year students obtained higher means than second year students.

Two interactions were subjected to tests for simple effects. There was a significant difference between the mean scores reported by all first year students and second year students for preferred participation in decisions associated with the establishment of administrative structure and the allocation of grants and other monies. Although the difference was significant between perceived and preferred participation for first and second year students in decisions associated with the establishment of administrative structure and the allocation of grants and other monies, the difference was significantly greater for first year students than for second year students.

In summary, first year students appeared to prefer a significantly greater degree of involvement than second year students in nine of the twenty-two decision-making activities.

TABLE IV

COMPARISON OF MEANS IN PERCEIVED AND PREFERRED INVOLVEMENT
BY YEAR OF ATTENDANCE
Year 1: N=334 Year 2: N=160

Decision Making Item	Perceived Means		Preferred Means		Year 1 Means vs Year 2 Means		F Ratios Perceived Means vs Preferred Means		Inter- action
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	
1	1.7	1.6	3.0	2.9	2.6	2.9	740.1*	0.1	0.1
2	1.7	1.6	3.0	2.9	1.8	2.9	683.6*	0.1	0.1
3	1.8	1.9	3.0	2.9	0.1	2.9	389.7*	2.8	2.8
4	1.8	1.9	2.8	2.9	2.3	2.9	342.9*	0.0	0.0
5	1.5	1.4	2.9	2.7	7.0*	2.7	506.3*	1.4	1.4
6	1.6	1.4	2.6	2.3	8.8*	2.3	347.9*	0.8	0.8
7	1.3	1.2	2.4	2.2	7.7*	2.2	417.5*	1.3	1.3
8	1.3	1.3	2.6	2.4	2.8	2.4	563.8*	3.2	3.2
9	1.4	1.4	2.6	2.3	7.9*	2.3	469.7*	7.7*	7.7*
10	1.4	1.4	2.6	2.6	0.7	2.6	491.7*	0.1	0.1
11	1.6	1.5	2.8	2.5	5.5	2.5	498.2*	1.5	1.5
12	1.6	1.7	2.6	2.5	0.0	2.5	384.4*	2.6	2.6
13	2.1	2.1	3.4	3.3	2.0	3.3	493.9*	1.4	1.4
14	1.7	1.5	2.9	2.7	9.4*	2.7	508.9*	0.1	0.1
15	1.6	1.6	2.8	2.6	2.5	2.6	408.5*	0.5	0.5
16	1.3	1.1	1.8	1.5	9.2*	1.5	107.0*	1.8	1.8
17	1.6	1.4	2.9	2.8	4.1**	2.8	590.4*	0.3	0.3
18	1.8	1.7	2.9	2.9	0.6	2.9	484.4*	0.4	0.4
19	1.6	1.7	2.7	2.6	0.1	2.6	390.1*	2.3	2.3
20	1.8	1.9	3.0	3.0	0.0	3.0	390.1*	2.3	2.3
21	1.4	1.3	2.8	2.4	11.7*	2.4	551.1*	2.9	2.9
22	1.4	1.4	2.9	2.7	4.1**	2.7	690.2*	6.7*	6.7*

*Significant at the .01 level.

**Significant at the .05 level.

Transfer program versus career program. Refer to Table V.

Differences between transfer and career programs in students' perceived and preferred participation were significant at the .01 level in decisions associated with student promotion and graduation, the selection of instructional staff, and tenure, promotion, and dismissal of academic personnel. Differences were significant at the .05 level for decisions associated with the establishment of rules, regulations, and disciplinary procedures for the student body, and relationships with other institutions or organizations. In three of the five cases of significant difference, transfer students obtained higher means than career students. The latter group obtained higher means in the two other cases.

Two interactions were subjected to tests for simple effects. There was a significant difference between the mean scores reported by transfer students and career students for perceived participation in decisions associated with the introduction of new programs of study. A significant difference occurred between the mean scores reported by transfer students and career students for preferred participation in decisions associated with the number and kinds of courses to be offered by the college.

In summary, transfer students appeared to prefer a significantly greater degree of involvement than career students in three of the twenty-two decision-making activities while career students preferred a significantly greater degree of involvement than transfer students in two of the twenty-two activities.

TABLE V
COMPARISON OF MEANS IN PERCEIVED AND PREFERRED INVOLVEMENT
BY PROGRAMS OF STUDY
Transfer: N=281 Career: N=187

Decision Making Item	F Ratios							
	Perceived Means		Preferred Means		Transfer Means vs Career Means		Perceived Means vs Preferred Means	
	Transfer	Career	Transfer	Career	Transfer	Career	Transfer	Career
1	1.8	1.6	3.0	3.0	0.6		771.4*	5.3**
2	1.7	1.6	2.9	3.1	0.2		717.6*	7.5**
3	1.8	1.9	2.9	3.0	0.7		418.8*	0.0
4	1.7	2.0	2.7	3.0	13.7*		339.2*	0.2
5	1.4	1.4	2.8	2.8	0.2		527.2*	0.0
6	1.5	1.5	2.5	2.5	0.0		360.0*	0.6
7	1.2	1.2	2.3	2.2	0.6		433.4*	0.8
8	1.3	1.2	2.7	2.4	9.0*		579.9*	1.0
9	1.4	1.4	2.5	2.4	2.3		525.5*	1.7
10	1.5	1.3	2.6	2.5	9.1*		504.9*	1.3
11	1.5	1.6	2.7	2.6	0.2		505.0*	1.4
12	1.6	1.6	2.6	2.6	0.0		401.7*	0.6
13	2.2	2.0	3.4	3.3	3.9**		520.9*	0.3
14	1.6	1.6	2.8	2.8	0.0		542.4*	1.0
15	1.7	1.6	2.8	2.6	2.2		419.3*	0.0
16	1.3	1.2	1.6	1.7	0.2		119.1*	2.3
17	1.6	1.5	2.8	2.9	0.0		580.6*	1.1
18	1.8	1.7	2.9	2.9	0.0		487.2*	0.1
19	1.6	1.6	2.6	2.7	0.5		411.4*	0.1
20	1.7	1.9	2.9	3.1	4.7**		525.0*	0.0
21	1.4	1.4	2.7	2.6	0.7		574.4*	1.7
22	1.4	1.4	2.8	2.8	0.5		728.9*	0.0

*Significant at the .01 level.

**Significant at the .05 level.

Males versus females. Refer to Table VI. Differences between males and females in students' perceived and preferred participation were significant at the .01 level in decisions associated with promotion and graduation, the allocation of students to classes and class sizes, and the selection of non-professional staff. Differences were significant at the .05 level for decisions associated with the selection of instructional staff. In two of the four cases of significant difference, males obtained higher means than females. In the other cases of significant difference, females obtained the higher means.

Two interactions were subjected to tests for simple effects. There was a significant difference between the mean scores reported by males and females for perceived participation in decisions associated with the introduction of new programs of study. In the case of decisions associated with examinations, the difference between perceived and preferred participation was greater for females than it was for males.

In summary, male students appeared to prefer a significantly greater degree of involvement than females in three of the twenty-two decision-making activities while females preferred a significantly greater degree of involvement in only one of the activities.

Analysis of variance within age groups. Refer to Table VII. Differences among four age groups in students' perceived and preferred participation were significant at the .01 level in decisions associated

TABLE VI

COMPARISON OF MEANS IN PERCEIVED AND PREFERRED INVOLVEMENT BY SEX
 Male: N=268 Female: N=232

Decision Making Item	F Ratios							
	Perceived Means		Preferred Means		Male Means vs Female Means		Perceived Means vs Preferred Means	
	Male	Female	Male	Female	Male	Female	Perceived Means	Inter- action
1	1.8	1.6	3.0	3.0	0.3		870.3*	7.6*
2	1.7	1.6	3.0	3.0	0.4		775.0*	1.8
3	1.9	1.8	2.9	3.0	0.0		491.6*	6.5*
4	1.7	1.9	2.7	3.0	10.2*		400.1*	0.4
5	1.5	1.3	2.9	2.8	6.6*		601.8*	1.0
6	1.5	1.5	2.5	2.5	0.4		416.2*	0.3
7	1.3	1.2	2.3	2.3	1.3		496.3*	0.1
8	1.4	1.2	2.6	2.5	5.3**		682.7*	0.3
9	1.4	1.4	2.5	2.5	0.2		586.9*	0.2
10	1.5	1.4	2.6	2.5	2.3		563.5*	0.0
11	1.6	1.5	2.6	2.7	0.1		599.5*	1.0
12	1.7	1.6	2.6	2.6	0.2		456.1*	1.5
13	2.1	2.1	3.3	3.4	0.1		587.0*	0.3
14	1.6	1.7	2.8	2.9	1.5		583.6*	0.1
15	1.6	1.6	2.8	2.7	0.4		468.4*	0.5
16	1.3	1.1	1.7	1.6	6.4*		135.8*	0.5
17	1.6	1.5	2.9	2.8	0.6		660.8*	0.0
18	1.8	1.8	2.9	2.9	0.1		547.0*	0.2
19	1.6	1.7	2.6	2.7	3.1		467.5*	0.9
20	1.8	1.9	2.9	3.0	3.1		600.0*	0.1
21	1.4	1.4	2.7	2.7	0.0		664.2*	0.6
22	1.4	1.4	2.8	2.9	0.1		824.4*	0.2

*Significant at the .01 level.

**Significant at the .05 level.

TABLE VII

COMPARISON OF MEANS IN PERCEIVED AND PREFERRED INVOLVEMENT BY AGE GROUPS
 ≤ 18 : N=82 19 : N=115 20 : N=96 ≥ 21 : N=207

Decision Making Item	Perceived Means								Preferred Means				F Ratios				Inter-action
	18				20				21				Age Group Means vs Age Group Means		Perceived Means vs Preferred Means		
	18	19	20	21	18	19	20	21	18	19	20	21	Age Group Means vs Age Group Means	Perceived Means vs Preferred Means			
1	1.7	1.8	1.7	1.6	3.1	3.1	3.1	2.8	2.6					786.6*	0.8		
2	1.7	1.7	1.8	1.6	3.0	3.1	3.0	2.9	1.5					686.8*	0.1		
3	1.9	1.8	1.8	1.9	3.1	3.0	3.0	2.9	0.5					465.7*	1.8		
4	1.8	1.8	1.9	1.8	2.7	3.0	3.0	2.7	1.3					365.3*	1.6		
5	1.5	1.5	1.5	1.4	2.7	2.9	2.9	2.8	0.8					527.7*	0.6		
6	1.5	1.5	1.6	1.5	2.7	2.5	2.8	2.3	4.1*					403.8*	1.8		
7	1.3	1.2	1.4	1.3	2.5	2.5	2.4	2.1	3.2**					471.0*	2.1		
8	1.3	1.3	1.4	1.2	2.8	2.7	2.6	2.4	2.0					639.0*	2.0		
9	1.5	1.4	1.4	1.4	2.6	2.6	2.6	2.4	1.5					546.0*	0.7		
10	1.4	1.4	1.5	1.4	2.6	2.8	2.7	2.4	1.9					531.7*	1.8		
11	1.6	1.5	1.7	1.4	2.8	2.8	2.7	2.5	2.1					541.4*	1.2		
12	1.6	1.6	1.7	1.6	2.6	2.8	2.6	2.5	0.6					433.2*	2.1		
13	2.2	2.1	2.2	2.0	3.5	3.5	3.4	3.2	1.6					529.0*	0.9		
14	1.8	1.6	1.7	1.5	2.9	2.9	2.9	2.7	1.6					501.5*	1.2		
15	1.8	1.6	1.7	1.5	2.8	2.8	2.5	2.7	0.9					397.4*	3.2**		
16	1.2	1.2	1.2	1.2	1.7	1.8	1.5	1.7	0.9					116.8*	2.7**		
17	1.6	1.5	1.7	1.5	2.9	2.9	2.9	2.7	1.2					594.6*	0.6		
18	1.7	1.8	1.9	1.7	2.9	3.0	3.0	2.8	2.2					502.8*	0.7		
19	1.5	1.4	1.6	1.3	2.9	3.0	2.9	2.7	2.0					751.3*	1.5		
20	1.7	1.6	1.8	1.5	2.8	2.7	2.6	2.5	1.9					415.0*	1.8		
21	1.8	1.7	2.0	1.8	3.1	3.0	3.1	2.9	1.5					551.7*	1.3		
22	1.4	1.5	1.5	1.3	2.8	2.8	2.8	2.5	2.8**					607.2*	0.2		

*Significant at the .01 level.

**Significant at the .05 level.

with teaching assignments and teaching loads. Differences were significant at the .05 level in decisions associated with the selection of administrative staff and the allocation of grants and other monies. In one of the three cases of significant difference, twenty-year-old students obtained the highest means.

Two interactions were subjected to tests for simple effects. There were no significant differences by age group on perceived or preferred means in decision-making activities associated with the use of college facilities by the public and the selection and assignment of non-professional staff. Variations within the perceived and preferred means reported by each of the four age groups were responsible for both interactions.

In summary, twenty-year-old students appeared to prefer a significantly greater degree of involvement than the other groups in one of the twenty-two decision-making activities.

Analysis of variance within membership groups. Refer to Table VIII. Differences among membership groups in students' perceived and preferred participation were significant at the .01 level in decisions associated with the selection and assignment of non-professional staff and the operation and functioning of supportive services. In one of the two cases of significant difference, students who held elected or appointed membership in a college-based student-controlled organization obtained the highest means.

Three interactions were subjected to tests for simple effects.

TABLE VIII
COMPARISON OF MEANS IN PERCEIVED AND PREFERRED INVOLVEMENT
BY MEMBERSHIP TYPES
Student-Controlled: N=52 Faculty-Controlled: N=23 Regular Membership: N=425

Decision Making Items	Perceived Means				Preferred Means				F Ratios			
	SD		FD		SD		FD		Group Means vs Group Means		Perceived Means vs Preferred Means	
												Inter- action
1	1.7	1.7	1.7	1.7	3.1	2.8	3.0	3.0	0.8	226.6*	1.5	1.5
2	1.6	1.8	1.7	1.7	3.1	3.2	2.9	2.9	0.8	240.8*	0.5	0.5
3	1.9	1.8	1.8	1.8	2.9	2.8	3.0	3.0	0.2	121.9*	0.1	0.1
4	1.7	1.8	1.8	1.8	2.8	2.7	2.8	2.8	0.1	111.8*	0.5	0.5
5	1.4	1.5	1.4	1.4	2.9	2.5	2.8	2.8	0.4	151.8*	2.4	2.4
6	1.5	1.4	1.5	1.5	2.4	2.5	2.5	2.5	0.1	123.4*	0.3	0.3
7	1.2	1.3	1.3	1.3	2.2	2.3	2.3	2.3	0.4	127.0*	0.3	0.3
8	1.3	1.6	1.3	1.3	2.6	2.5	2.6	2.6	0.3	155.8*	1.9	1.9
9	1.5	1.6	1.6	1.4	2.5	2.3	2.5	2.5	0.0	130.1*	1.1	1.1
10	1.4	1.6	1.6	1.4	2.7	2.6	2.6	2.6	0.1	152.5*	0.8	0.8
11	1.6	1.4	1.5	1.5	2.7	2.6	2.7	2.7	0.2	170.0*	0.0	0.0
12	1.9	1.9	1.6	1.6	2.9	2.7	2.5	2.5	2.7	112.4*	0.6	0.6
13	2.2	2.5	2.1	2.1	3.6	3.3	3.3	3.3	1.3	144.1*	2.6	2.6
14	1.4	1.8	1.6	1.6	2.6	2.8	2.8	2.8	2.5	153.4*	0.1	0.1
15	1.6	1.7	1.6	1.6	3.0	2.7	2.7	2.7	0.5	148.6*	1.4	1.4
16	1.1	1.5	1.2	1.2	1.5	2.2	1.7	1.7	8.2*	50.9*	1.2	1.2
17	1.6	1.6	1.5	1.5	2.9	3.7	2.8	2.8	6.0*	259.7*	8.3*	8.3*
18	1.7	2.0	1.8	1.8	3.0	3.0	2.9	2.9	1.1	163.3*	0.7	0.7
19	1.7	1.6	1.6	1.6	2.7	2.7	2.6	2.6	0.2	128.5*	0.1	0.1
20	1.9	2.0	1.8	1.8	3.2	2.6	3.0	3.0	1.4	135.4*	6.2*	6.2*
21	1.3	1.6	1.4	1.4	2.7	2.3	2.7	2.7	0.1	149.0*	5.8*	5.8*
22	1.5	1.3	1.4	1.4	2.9	2.8	2.8	2.8	0.4	242.3*	0.3	0.3

*Significant at the .01 level.

**Significant at the .05 level.

There was a significant difference between the mean scores reported by the students in each of the three membership groups for preferred participation in decisions associated with the operation and functioning of supportive services and relationships with other institutions or organizations. There were no significant differences by membership group in perceived or preferred means in decision-making activities associated with admission requirements. Variations within the perceived and preferred means reported by each of the three membership groups were responsible for this interaction.

In summary, students who held elected positions in college-based organizations primarily under the jurisdiction of faculty members appeared to prefer a significantly greater degree of involvement in two of the twenty-two decision-making activities.

Analysis of variance within groups having different high school backgrounds. Refer to Table IX. Differences among three groups of students having distinct high school backgrounds in students' perceived and preferred participation were significant at the .01 level in decisions associated with the establishment of class schedules. In this case of significant difference, students who had attended large urban high schools obtained higher means than students in the other categories.

No interactions were reported in the analysis of variance which was conducted upon the data when they were grouped according to four types of high school background.

TABLE IX

COMPARISON OF MEANS IN PERCEIVED AND PREFERRED INVOLVEMENT
BY HIGH SCHOOL BACKGROUNDS

Large Urban: N=252 Smaller Urban: N=105 Small Rural: N=143

Decision Making Item	F Ratio						Inter- action		
	Perceived Means			Group Means vs Group Means				Perceived Means vs Preferred Means	
	LU	SU	Rur	LU	SU	Rur			
1	1.7	1.8	1.6	3.1	2.9	2.9	0.8	717.7*	1.7
2	1.7	1.7	1.6	3.1	2.9	2.9	1.2	660.0*	0.4
3	1.9	1.9	1.8	3.0	3.0	2.9	1.0	416.8*	0.1
4	1.8	1.7	1.9	2.9	2.8	2.7	0.4	346.5*	1.4
5	1.4	1.4	1.5	2.9	2.7	2.7	1.8	508.7*	2.1
6	1.5	1.5	1.6	2.5	2.5	2.5	0.3	362.3*	0.2
7	1.3	1.1	1.2	2.4	2.3	2.3	2.3	457.2*	1.2
8	1.3	1.3	1.3	2.6	2.7	2.5	0.4	615.6*	1.5
9	1.4	1.4	1.5	2.5	2.5	2.5	0.3	503.0*	1.2
10	1.4	1.4	1.4	2.5	2.7	2.7	2.2	517.3*	0.8
11	1.6	1.5	1.5	2.7	2.7	2.6	0.1	539.9*	0.6
12	1.6	1.7	1.7	2.6	2.6	2.5	0.2	381.5*	1.5
13	2.1	2.3	2.1	3.4	3.4	3.3	2.2	488.3*	2.4
14	1.7	1.5	1.5	3.0	2.7	2.6	4.9*	498.8*	1.0
15	1.6	1.6	1.6	2.8	2.8	2.6	1.5	415.4*	2.0
16	1.3	1.1	1.2	1.7	1.6	1.6	0.9	118.7*	0.7
17	1.6	1.4	1.6	2.9	2.8	2.7	1.8	586.0*	1.7
18	1.8	1.7	1.8	2.9	2.9	2.9	0.5	490.4*	0.4
19	1.6	1.7	1.7	2.6	2.7	2.6	0.7	409.1*	1.2
20	1.8	1.9	1.8	3.0	3.0	2.9	0.4	519.8*	0.4
21	1.4	1.4	1.4	2.7	2.8	2.5	0.6	593.9*	2.1
22	1.4	1.4	1.4	2.9	2.7	2.9	0.5	714.3*	0.4

*Significant at the .01 level.

**Significant at the .05 level.

In summary, students who had attended a large urban high school appeared to prefer a greater degree of involvement in decisions associated with the establishment of class schedules than did students who had attended smaller urban or small rural high schools.

Analysis of variance within groups having different knowledge of provision for student participation in college governance. Refer to Table X. Differences among three groups each having different knowledge of provision for student participation in college governance were significant at the .05 level in decisions associated with the design and planning of additional building space. Students who were cognizant of provision for their participation in college governance reported the highest means of involvement in this case of significant difference.

No interactions were reported in the analysis of variance which was conducted upon the data when they were grouped according to three categories of knowledge of provision for participation in college governance. The categories were "Yes," "No," and "Do not know."

In summary, none of the groups appeared to prefer a significantly greater degree of involvement in any of the twenty-two decision-making activities which were used in the investigation.

Summary of the analysis of the first and second factors. Eight two-way analyses of variance with repeated measures on the second factor resulted in a difference between perceived and preferred participation which was consistently significant beyond the .01 level

TABLE X

COMPARISON OF MEANS IN PERCEIVED AND PREFERRED INVOLVEMENT
 ACCORDING TO KNOWLEDGE OF PROVISION FOR DECISION-MAKING
 Yes: N=251 No: N=62 Do not know: N=187

Decision Making Item	Perceived Means			Preferred Means			F Ratios		
	Don't know			Don't know			Group Means vs Group Means		
	Yes	No	Don't know	Yes	No	Don't know	Group Means vs Group Means	Perceived Means vs Preferred Means	Inter-action
1	1.8	1.6	1.6	3.0	3.1	3.0	0.4	662.9*	2.9
2	1.6	1.5	1.7	2.9	3.0	3.0	0.9	577.1*	1.3
3	1.9	1.9	1.8	3.0	2.9	3.0	0.1	324.2*	1.5
4	1.8	1.8	1.8	2.7	2.8	2.9	0.5	284.1*	0.5
5	1.4	1.4	1.5	2.8	2.9	2.9	0.5	436.4*	0.2
6	1.5	1.5	1.6	2.5	2.5	2.6	0.3	295.9*	0.0
7	1.2	1.3	1.3	2.3	2.4	2.4	0.5	363.0*	0.3
8	1.3	1.3	1.2	2.6	2.7	2.5	2.1	501.2*	0.6
9	1.4	1.3	1.4	2.6	2.5	2.5	0.5	418.6*	0.0
10	1.5	1.3	1.4	2.6	2.5	2.6	0.7	417.0*	0.5
11	1.5	1.6	1.6	2.7	2.6	2.7	0.1	420.4*	0.1
12	1.8	1.5	1.5	2.6	2.6	2.5	3.3**	353.0*	2.0
13	2.2	1.9	2.1	3.4	3.4	3.3	0.8	456.0*	2.5
14	1.5	1.6	1.7	2.7	2.7	2.9	1.6	416.9*	0.0
15	1.7	1.7	1.5	2.8	2.9	2.6	1.8	345.6*	0.3
16	1.2	1.3	1.2	1.7	1.8	1.7	0.5	102.8*	0.4
17	1.6	1.4	1.6	2.8	2.8	2.9	1.2	492.6*	0.7
18	1.8	1.6	1.8	2.9	3.0	2.9	0.1	427.5*	2.7
19	1.7	1.5	1.6	2.7	2.5	2.6	2.8	333.1*	0.0
20	1.9	1.6	1.8	3.0	3.0	3.0	0.8	464.1*	1.7
21	1.4	1.4	1.4	2.6	2.7	2.7	0.2	474.5*	0.3
22	1.5	1.3	1.3	2.9	2.8	2.8	1.4	598.0*	0.3

*Significant at the .01 level.

**Significant at the .05 level.

of probability. The rejection of the null hypothesis was based upon this finding. Eight two-way analyses of variance with repeated measures on the first factor resulted in twenty-three differences which were significant at the .01 level of confidence and twelve which were significant at the .05 level. Fifteen interactions were tested for simple effects and the findings were reported in the discussions which were prepared for each of the analyses on the first factors.

Polygons

Eight polygons, each corresponding with one of Tables III through X, have been constructed in order to present a visual representation of the data which have been processed statistically. The profile of responses for each subgroup can be compared visually and the consistent difference between perceived and preferred involvement is readily seen in each of the polygons. These polygons (Figures 1 through 8) can be found in Appendix E.

ANALYSIS AND RANKING OF THE IMPORTANCE OF INVOLVEMENT

In Part III of the questionnaire, respondents were asked to indicate the degree of importance they attached to student involvement in decision-making activities associated with college governance. Five response categories were arranged in a Likert-type scale ranging from H (high importance) to L (little or no importance). Frequency distributions and percentages have been reported in Table XI.

TABLE XI

FREQUENCY DISTRIBUTIONS AND PERCENTAGES FOR EACH RESPONSE CATEGORY*
 FOR IMPORTANCE OF INVOLVEMENT IN EACH OF
 TWENTY-TWO DECISION-MAKING ITEMS
 (N=500)

Response Category	Item 1 N	Item 1 %	Item 2 N	Item 2 %	Item 3 N	Item 3 %	Item 4 N	Item 4 %	Item 5 N	Item 5 %	Item 6 N	Item 6 %
1	33	6.6	21	4.2	10	2.0	36	7.2	41	8.2	51	10.2
2	60	12.0	44	8.8	26	5.2	66	13.2	82	16.4	82	16.4
3	148	29.6	132	26.4	90	18.0	151	30.2	177	34.2	134	26.8
4	182	36.4	197	39.4	191	38.2	153	30.6	134	26.8	150	30.0
5	77	15.4	106	21.2	183	36.6	94	18.8	72	14.1	83	16.6
	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>

Response Category	Item 7 N	Item 7 %	Item 8 N	Item 8 %	Item 9 N	Item 9 %	Item 10 N	Item 10 %	Item 11 N	Item 11 %	Item 12 N	Item 12 %
1	113	22.6	45	9.0	90	18.0	61	12.2	76	15.2	57	11.4
2	144	28.8	54	10.8	117	23.4	100	20.0	104	20.8	115	23.0
3	125	25.0	162	32.4	160	32.0	161	32.2	155	31.0	179	35.8
4	84	16.8	149	29.8	100	20.0	119	23.8	116	23.2	108	21.6
5	34	6.8	90	18.0	33	6.6	50	11.8	49	9.8	41	8.2
	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>

TABLE XI (Continued)

Response Category	Item 13 N	Item 13 %	Item 14 N	Item 14 %	Item 15 N	Item 15 %	Item 16 N	Item 16 %	Item 17 N	Item 17 %	Item 18 N	Item 18 %
1	20	4.0	29	5.8	89	17.8	244	48.8	38	7.6	19	3.8
2	33	6.6	61	12.2	121	24.2	145	29.0	82	16.4	34	6.8
3	103	20.6	134	26.8	161	32.2	66	13.2	174	34.8	127	25.4
4	199	39.8	185	37.0	92	18.4	37	7.4	131	26.2	196	39.2
5	145	29.0	91	18.2	37	7.4	8	1.6	75	15.0	124	24.8
	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>

Response Category	Item 19 N	Item 19 %	Item 20 N	Item 20 %	Item 21 N	Item 21 %	Item 22 N	Item 22 %
1	61	12.2	49	9.8	37	7.4	38	7.6
2	108	21.6	77	15.4	55	11.0	83	16.6
3	164	32.8	160	32.0	139	27.8	122	24.4
4	116	23.2	122	24.4	166	33.2	133	26.6
5	51	10.2	92	18.4	103	20.6	124	24.2
	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>	<u>500</u>	<u>100.0</u>

*Response code: 1 High importance
2 Considerable importance
3 Moderate importance
4 Slight importance
5 Little or no importance

Analysis of the Importance of Involvement

In order to provide a visual interpretation of the importance of involvement, a histogram has been prepared for each of the twenty-two decision-making activities. The histograms can be seen in Figures 9 through 14 in Appendix F. The order of their presentation corresponds with mean values beginning with the highest and ending with the lowest.

There appeared to be three modes of response.

Mode 1. Means ranged from 3.37 to 4.02 on ten decision-making items. Peaking occurred within categories 3 and 4 (moderate to considerable importance). The activities fell into three groups. These were decisions associated with (1) curricular matters, (2) policies directly affecting students, and (3) finance.

The curricular items included decision-making activities associated with the introduction of new programs of study to be offered by the college, the number and kinds of courses to be offered by the college, examinations, the selection of the instructional staff, and classroom instructional practices.

The student-policy items included decision-making activities associated with student promotion and graduation, the establishment of rules, regulations, and disciplinary procedures for the student body, the establishment of class schedules, and student admission requirements.

The allocation of grants and other monies received by the college

was considered to be of moderate importance to students.

In summary, except for the finance item, the decision-making activities which ranked highest were those which most directly affect students who are attending college.

Mode 2. Means ranged from 2.73 to 3.26 on ten decision-making items. The distribution of responses resulted in a central tendency towards category 3 (moderate importance). The activities again fell into three groups. These were decisions associated with (1) policies directly affecting faculty members, (2) policies affecting the image of the college, and (3) administrative responsibilities.

The faculty policy items included decision-making activities associated with the allocation of students to classes and class sizes, teaching assignments and teaching loads, and the operation and functioning of supportive services.

The college image items included decision-making activities associated with the use of college facilities by the public, the promotion and advertising of the college's programs of study and course offerings, and the college's relationships with other institutions and organizations.

The administrative items included decision-making activities associated with the establishment of administrative structure, the tenure, promotion, and dismissal of academic personnel, the college's budgetary requests, and the designing and planning for additional building space.

In summary, students appeared to be less anxious to participate in matters which did not affect them directly.

Mode 3. Means ranged from 1.84 to 2.56 on two decision-making items. Response distributions revealed peaking within categories 1 and 2 (little or no importance to slight importance). The two activities fell into categories of decision-making associated with administrative responsibility. The items were the selection of administrative staff and the selection and assignment of non-professional staff.

Summary. The importance of involvement in twenty-two decision-making activities associated with college governance appeared to fall into three distinct groups.

Group 1: decisions associated with curricular matters and policies which directly affect the student,

Group 2: decisions associated with the image of the college and policies which affect faculty members, and

Group 3: decisions associated with administrative responsibility.

The average mean in the importance of involvement in twenty-two decision-making activities considered in the study was 3.21 which would indicate that participation was of somewhat more than moderate importance (category 3) to the students who completed the questionnaire.

Ranking the Importance of Involvement According to Mean Scores

The last subproblem (see Chapter I, p. 3) was an attempt to rank the twenty-two decision-making activities in their apparent order of importance according to the perceptions of college students. In Table XII the average means of importance of involvement have been reported beginning with the highest and concluding with the lowest. The ranking has been presented in Table XIII.

THE ADDENDUM

Part IV of the questionnaire was an addendum. Respondents were encouraged to comment or add decision-making items which had not been used in the questionnaire. A total of 36 students responded of which 21 were from College A and 15 from College B.

Several additional decision-making activities were suggested together with support for certain activities which were used in the investigation and opposing views on others.

Discussion. Four respondents reported that students should be in a position to assist in changing and improving present courses and in the process of evaluation. These views support the inclusion of decisions associated with the introduction of new programs of study, the number and kinds of courses to be offered, and examinations.

Two respondents expressed concern for the student's role in decisions which are made in relation to the tenure of instructional staff whose foreign accent impedes instruction. This viewpoint

TABLE XII
RANKING OF IMPORTANCE FACTOR
ACCORDING TO MEANS*

Rank	Decision- Making Item	Mean	Standard Deviation
1	3	4.02	0.94
2	13	3.83	1.09
3	18	3.74	1.05
4	2	3.65	1.08
5	14	3.50	1.21
6	21	3.49	1.33
7	22	3.44	1.53
8	1	3.42	1.19
9	4	3.41	1.32
10	8	3.37	1.35
11.5	6	3.26	1.47
11.5	20	3.26	1.46
13	17	3.25	1.27
14	5	3.23	1.29
15	10	3.03	1.40
16	19	2.98	1.35
17.5	11	2.92	1.44
17.5	12	2.92	1.23
19	9	2.74	1.35
20	15	2.73	1.37
21	7	2.56	1.44
22	16	1.84	1.04

*These data were obtained from histograms which can be seen in Appendix F.

TABLE XIII
RANKING OF DECISION-MAKING ACTIVITIES
ACCORDING TO MEANS OF IMPORTANCE

Item	Description	Rank
3	Examinations	1
13	Establishment of rules, regulations, and disciplinary procedures for the student body	2
18	Classroom instructional practices	3
2	Number and kinds of courses to be offered by the college	4
14	Establishment of the college's class schedules	5
21	Student admission requirements	6
22	Allocation of grants and other monies	7
1	Introduction of new programs of study to be offered by the college	8
4	Student promotion and graduation	9
8	Selection of the instructional staff	10
6	Teaching assignments and class loads	11.5
20	The college's relations with other institutions and organizations	11.5

TABLE XII (Continued)

Item	Description	Rank
17	The operation and functioning of supportive services	13
5	Allocation of students to classes and class sizes	14
10	Tenure, promotion, and dismissal of academic personnel	15
19	Promotion and advertising of the college's programs of study and course offerings	16
11	College's budgetary requests	17.5
12	Designing and planning for additional building space	17.5
9	Establishment of the college's administrative structure	19
15	Use of college facilities by various publics	20
7	Selection of the college's administrative staff	21
16	Selection and assignment of non-professional staff	22

indicates at least one legitimate case for the involvement of students in decision-making associated with the tenure, promotion, and dismissal of academic personnel. Another respondent stated that students should have an equal voice in the selection of instructional staff. These concerns suggest that college students recognize the importance of competency in academic staff, especially instructors.

Five respondents expressed concern for knowledgeable counselling and adequate library services. There was an expression of need for student involvement in the initiation of laboratories and tutorials for students who experience difficulty or whose interests lie in a particular field of study. These observations indicate that students are concerned about the operation and functioning of supportive services.

Three respondents commented on admission requirements, especially the high standards which are associated with entrance into the faculty of medicine. Three students expressed special concern for decisions associated with college relationships with other organizations or institutions. They observed that large universities in affiliation with community colleges should attempt to establish a closer and more consistent relationship in the design of transfer programs. Discrepancies between the two major universities in Alberta are especially disturbing if they occur in relation to a similar program. One student alleged that students should assume a more active role in the promotion of the college and what it has to offer the community which surrounds it.

In summary, the comments which were made in the addendum reaffirm the results which were obtained from Part III of the questionnaire. Students are most concerned about curricular decisions, policies which affect their presence in a college, and matters which are associated with the image of the college in the community and in affiliation with institutes of higher education.

The arguments which opposed the inclusion of students in decision-making activities associated with college governance were parallel to those arguments which were advanced by writers who are skeptical about student involvement. Respondents stated that administrators have the experience and knowledge needed to solve institutional problems and to select administrative, instructional, and non-professional staff wisely. Several students stated that their first priority in college attendance is to gain an education, not to worry about administrative responsibilities. Moreover, two-year-college students were not very interested in processes associated with college governance because periods of attendance are short in duration.

In summary, some students prefer to concentrate upon their studies without the added responsibility of participating in the governance of their college.

Four respondents suggested additional activities in which students could become involved. These included:

1. the formation of policies concerning student grants and loans,
2. the organization of internships associated with programs offered by the Faculty of Education, and
3. representation on the College Disciplinary Board and on the Board of Governors.

A complete resume of all replies to Part IV of the questionnaire can be found in Appendix G.

SUMMARY OF THE CHAPTER

In this chapter, an attempt has been made to analyze the data which were obtained from an investigation into student participation in college governance.

The population consisted of 500 students of whom 368 were from College A and 132 were from College B. Three-fifths of the population were 21 years or older. Approximately 80 per cent of the respondents were regular members of a students' union. Slightly more than half the sample had attended a large urban high school.

Two-way analysis of variance with repeated measures on first and second factors was conducted upon the data which were subgrouped according to eight descriptive criteria. The difference between perceived and preferred participation (the second factor) was always significant beyond the .01 level of confidence. Rejection of the null hypothesis was based upon this finding. Differences between and among the first factors were reported by the analysis of variance.

Twenty-three of these differences were significant at the .01 level of probability while twelve were significant at the .05 level. Fifteen interactions were subjected to tests for simple effects and the results were discussed.

The mean score for the importance of involvement was reported to be 3.21 which meant that slightly more than moderate importance was attached by students to active participation in decision-making activities associated with college governance.

A suggested ranking of the twenty-two decision-making items was presented in the order of their apparent importance to college students. This order of importance was based upon mean scores which students had reported in Part III of the questionnaire.

The chapter concluded with a summary of the responses which thirty-six students had written in the addendum (Part IV) of the questionnaire.

CHAPTER V
SUMMARY, CONCLUSIONS, IMPLICATIONS, AND
RECOMMENDATIONS FOR FURTHER STUDY

SUMMARY

This investigation has attempted to examine the status of student involvement in twenty-two decision-making activities associated with the governance of two colleges in the province of Alberta.

Design of the Study

One null hypothesis stated that there would be no significant difference between perceived and preferred involvement in twenty-two decision-making activities when the sample was grouped according to eight descriptive criteria.

A four-part questionnaire was developed for the purposes of the study. In Part I, respondents were asked to categorize themselves according to eight descriptive criteria. These criteria were considered as first factors in the two-way analysis of variance with repeated measures. In Part II of the questionnaire, respondents were asked to indicate the perceived and preferred extent of their participation (the second factor used in the study) in twenty-two decision-making activities associated with college governance. They were asked to choose from an ordinal scale of five response categories which ranged from total to minimal student involvement. In Part III, students were asked to record the degree of importance they associated

with each decision-making item by indicating one of five categories of importance in a Likert-type scale of values. Part IV consisted of an open-ended question in which respondents could suggest other decision-making activities associated with college governance or comment upon the twenty-two items which were used in the investigation.

The sample consisted of 500 students. Of these, 368 were attending a large urban college and 132 were attending a smaller urban college. The respondents were selected by means of cluster sampling.

Treatment of the Data

The eight descriptive criteria (the first factors) were used to group the data reported in Part II of the questionnaire. Eight two-way analyses of variance with repeated measures on the first factor (ANOVA 23) tested for a significant difference between perceived and preferred participation in each of the twenty-two decision-making items. Tests for simple effects were conducted on fifteen interactions between first and second factors. Perceived and preferred involvement were visually represented in a series of comparative polygons and twenty-two histograms were prepared to report the importance which students attached to their involvement in decision-making activities associated with college governance.

Findings

The null hypothesis was rejected on the grounds that the obtained F ratio was greater than that required for significance at the .01 level of confidence. Accordingly, there was a significant difference between perceived and preferred involvement in twenty-two decision-making activities as reported by the students who completed the questionnaire.

The respondents revealed that their perceived level of participation in the twenty-two activities fell about mid-way between minimal involvement and partial involvement with control vested predominantly in faculty members.

Students reported that they would prefer a participatory level in decision-making approaching equal responsibility with students and faculty members sharing the involvement.

A majority of the respondents indicated that involvement in decision-making activities associated with college governance was of moderate importance to them.

Six decision-making activities were considered to be of greatest importance to the respondents. These activities were associated with curricular decisions and policies which directly affect students who are attending college. The items, beginning with the most important, were decisions associated with:

1. examinations,
2. the formulation of rules, regulations, and other disciplinary procedures for the student body,

3. classroom instructional practices,
4. the number and kinds of courses to be offered within the various programs of study,
5. the establishment of the college's class schedules, and
6. student admission requirements.

The six decision-making activities which were considered to be of least importance to the respondents all fell into the category of administrative responsibility. These activities, beginning with the least important, were decisions associated with:

1. the selection and assignment of non-professional staff,
2. the selection of administrative staff,
3. the use of college facilities by various publics,
4. the establishment of the college's administrative structure,
5. planning and designing additional building space, and
6. budgetary requests.

CONCLUSIONS

Students desire greater involvement in decision-making activities associated with college governance, especially those which are related to curricular matters, policies which directly affect students, and decisions which are associated with the image of the college.

Younger students who are in their first year of attendance at a large urban college appear to desire the greatest degree of involvement in decision-making activities associated with college governance.

Institutional decisions which most directly affect students are

the activities in which students prefer the greatest degree of involvement.

IMPLICATIONS

The results of this study carry certain implications for college administrators and faculty members.

This study has shown that students appear to desire a greater voice in making decisions associated with college governance. College administrators and faculty members might, as a consequence, consider the implementation of student involvement in decision-making processes or reconsider the provision they have already made for this activity. It should be the responsibility of administrators and faculty alike to provide leadership in the coordination of efforts to effectively bring students into decision-making processes associated with college governance if such participation is requested and/or deemed desirable.

If students are to develop into useful adjuncts to policy-making, administrators and faculty members must accept students as junior partners in the enterprise. Administrators and faculty members should not play the decision-making game for students; instead, students should be assisted in mastering the strategies for rational behavior in the face of uncertainty. It will take open-mindedness, unbiased dedication, and integrity on the part of college administrators and faculty members to effect real and productive student participation in decision-making activities associated with college governance.

RECOMMENDATIONS FOR FURTHER RESEARCH

This investigation has but touched the surface of an issue which is relevant to institutional management in colleges. The scope for continued research into student participation in college governance is unlimited.

A replication of this study would be particularly useful if it were carried out in all the colleges in Alberta at another point in time. Verification of the results obtained in the current study would provide a base upon which to develop the beginnings of a theory for effective student participation in college governance. Continuing analysis of trends would contribute significantly to the restructuring of attempts which have been made in the actualization of effective student involvement in governance.

Because the questionnaire was used in this study for the first time, it would be profitable to revise the instrument. Additional decision-making items might be added while some of the existing activities might be altered or deleted altogether.

Replicative studies should involve students who have been selected by means of systematic and/or stratified random sampling techniques. Since the current study was based upon a sample which was selected upon the cluster technique, certain groups of students were probably insufficiently represented in the sample. Matched sampling from all six colleges would result in data which could be used in inter-college comparisons.

There is a need for a study which would determine the status of provisions which are made by college administrators and faculty members for active student participation in college governance. The effectiveness of such involvement should be determined so that practices could be modified or improved.

In a replication of this study, the following trends might be verified or discarded depending upon the results from further investigation:

1. students attending a large urban college appear to prefer greater involvement in decision-making than students attending smaller colleges,
2. younger students appear to be desirous of a greater degree of participation in decision-making than older students,
3. first year students appear to prefer a greater degree of involvement than second year students, and
4. there does not appear to be any significant difference in perceived and preferred levels of involvement among groups of students who have been divided according to differing high school backgrounds or differing amount of responsibility associated with committees, councils, or other college-based organizations.

Twenty-two decision-making activities associated with college governance were used in this study. According to the perceptions of 500 respondents, the items were ranked in descending order of importance. A replication of this part of the study would verify the ranking or indicate discrepancies which would suggest further research

in the formulation of a reliable set of decision-making activities in which to involve college students.

One further study might profitably examine the characteristics of students who actively participate in decision-making activities. These characteristics would assist administrators and faculty members in selecting and encouraging promising candidates for endeavor associated with college governance. Such experience could serve as valuable preliminary training for a career in administration.

CONCLUDING STATEMENT

A rudimentary first attempt has been made to examine, from the student's point of view, the status of his involvement in activities associated with college governance. As a result of this investigation, some insights have been gained into perceived and preferred levels of participation as they have been reported by 500 students who were in attendance in two Alberta colleges when the study was conducted.

The findings have revealed that students in the sample would prefer a greater degree of involvement in making decisions which are associated with the governance of their colleges.

Further research and subsequent implementation of policies based upon the findings will, hopefully, provide college students with an opportunity to share with faculty members and administrators the responsibility of making viable decisions associated with college governance.

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APPENDICES

APPENDIX A

STUDENT PARTICIPATION IN COLLEGE GOVERNANCE

(Questionnaire Parts I-IV)

STUDENT PARTICIPATION IN COLLEGE GOVERNANCE

PART I PERSONAL INFORMATION

Indicate your responses to questions 1-8 by placing a mark between the guidelines which represent your choice on the IBM Answer Sheet. See the example which has been provided on the answer sheet.

1. With which of the following colleges are you associated?
 - A *Mount Royal*
 - B *Red Deer*
2. In which full year of study are you registered?
 - A *First year*
 - B *Second year*
 - C *Other*
3. Which of the following descriptions best describes the type of program in which you are registered?
 - A *Transfer* (intending to attend a university after completion of present college program)
 - B *Career* (intending to seek employment after the completion of a one-year certificate program or a two-year diploma program)
 - C *Other* (undecided; neither of the categories listed above)
4. Indicate your sex:
 - A *Male*
 - B *Female*
5. Indicate your age:
 - A *17 years or under*
 - B *18*
 - C *19*
 - D *20*
 - E *21 years or over*
6. Indicate one of the following descriptions of membership which best represents your particular situation:
 - A *a member of the executive council, a committee, or any other elected office of the students' union or other organization primarily under the jurisdiction of college students*
 - B *a member of an executive council, a committee, or any other elected office of an organization primarily under the jurisdiction of the college faculty*
 - C *a regular member of the students' union with no specifically elected or assigned responsibility*

7. Indicate your high school background:
- A *a high school in Calgary*
 - B *a high school in Red Deer*
 - C *a high school in a large urban center other than Calgary*
 - D *a high school in a smaller urban center such as Red Deer*
 - E *a small, rural high school*
8. Is provision made in your college for student participation in the decision-making processes relative to college governance?
- A *Yes*
 - B *No*
 - C *I do not know*

PART II PERCEIVED AND PREFERRED PARTICIPATION IN COLLEGE GOVERNANCE

The following questions have been designed to determine the extent to which college students perceive themselves as being involved in making certain decisions which are relevant to college governance and the extent to which college students would wish to be involved in making those same decisions.

In responding to each question, place a mark between the guidelines which represent your choice. Each question has two parts; the code letters represent the same categories for each part of a particular question. The coded categories are as follows:

- T entirely by students
- SF predominantly by students, in consultation with the faculty
- E about equally, students and faculty sharing the involvement
- FS partially by students, with control vested predominantly in faculty
- M minimally by students, or not at all

Example

In deciding about the purchase of new equipment for the Department of Physical Education, to what extent do you believe that

(a) *students ARE PRESENTLY involved?*

T SF E FS M

(b) *students SHOULD BE involved?*

T	SF	E	FS	M
<u>T</u>	<u>SF</u>	<u>E</u>	<u>FS</u>	<u>M</u>

In these responses, the student has indicated that students have minimal or no involvement in making the decision. In the second response, the student has indicated that students should have involvement which is equally shared by themselves and the faculty. Faculty, throughout the course of this section of the questionnaire, refers to the administration and the instructional staff of the college, considered together.

Beginning on the next page, answer questions 9 through 52 in the manner which has been described.

In deciding about the introduction of new programs of study to be offered by the college, to what extent do you believe that

- | | | | | | |
|--|---|----|---|----|---|
| 9. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 10. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding the number and kinds of courses to be offered within the various programs of study, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 11. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 12. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about examinations (their frequency, their weighting in the course evaluation, for example), to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 13. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 14. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about student promotion and graduation, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 15. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 16. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the allocation of students to classes and class sizes, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 17. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 18. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about teaching assignments and teaching loads, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 19. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 20. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the selection of the college's administrative staff (the President, the Registrar, for example), to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 21. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 22. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the selection of the instructional staff, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 23. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 24. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the establishment of the college's administrative structure, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 25. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 26. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the tenure, promotion, and dismissal of academic personnel, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 27. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 28. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the college's budgetary requests (justified need for financial support), to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 29. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 30. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the designing and planning for additional building space, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 31. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 32. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the establishment of rules, regulations, and disciplinary procedures for the student body, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 33. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 34. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the establishment of the college's class schedules (timetables, for example), to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 35. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 36. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the use of college facilities by various publics for activities not directly related to the college's program, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 37. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 38. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the selection and assignment of non-professional staff (custodians, secretaries, for example), to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 39. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 40. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the operation and functioning of supportive services (the library, counselling, for example), to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 41. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 42. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about classroom instructional practices, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 43. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 44. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the promotion and advertising of the college's programs of study and course offerings, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 45. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 46. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the college's relationships (affiliation, articulation) with other institutions or organizations, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 47. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 48. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about student admission requirements, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 49. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 50. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

In deciding about the allocation of grants and other monies received by the college, to what extent do you believe that

- | | | | | | |
|---|---|----|---|----|---|
| 51. <i>students ARE PRESENTLY involved?</i> | T | SF | E | FS | M |
| 52. <i>students SHOULD BE involved?</i> | T | SF | E | FS | M |
-

PART III IMPORTANCE OF INVOLVEMENT

The following questions have been designed to determine the amount of importance students attach to their participation in decisions which are relevant to college governance.

In responding to each question, place a mark between the guidelines which represent your choice. The coded categories to be used in this section of the questionnaire appear at the top of the following page.

The categories together with their code letters are as follows:

- H of high importance to you
- C of considerable importance to you
- M of moderate importance to you
- S of slight importance to you
- L of little or no importance to you

Example

In making a decision about the purchase of new equipment for the Department of Physical Education,

(a) *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L
 = ☒ = = =

In this response, the student has indicated that his involvement in making this particular decision is of considerable importance to him.

Please answer questions 53 through 74 in the manner which has been described.

In making a decision about the introduction of new programs of study to be offered by the college,

53. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the number and kinds of courses to be offered within the various programs of study,

54. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about examinations (their frequency, their weighting in the course evaluation, for example),

55. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about student promotion and graduation,

56. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the allocation of students to classes and class size,

57. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about teaching assignments and teaching loads,

58. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the selection of the college's administrative staff (the President, the Registrar, for example),

59. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the selection of the instructional staff,

60. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the establishment of the college's administrative structure,

61. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the tenure, promotion, and dismissal of academic personnel,

62. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the college's budgetary requests (justified need for financial support),

63. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the designing and planning for additional building space,

64. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the establishment of rules, regulations, and disciplinary procedures for the student body,

65. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the establishment of the college's schedules (timetables, for example),

66. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the use of college facilities by various publics for activities not directly related to the college's program,

67. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the selection and assignment of non-professional staff (custodians, secretaries, for example),

68. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the operation and functioning of supportive services (the library, counselling, for example),

69. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about classroom instructional practices,

70. *OF WHAT IMPORTANCE TO YOU is your involvement?* H C M S L

In making a decision about the promotion and advertising of the college's programs of study and course offerings,

71. OF WHAT IMPORTANCE TO YOU is your involvement? H C M S L

In making a decision about the college's relationships (affiliation, articulation) with other institutions or organizations,

72. OF WHAT IMPORTANCE TO YOU is your involvement? H C M S L

In making a decision about student admission requirements,

73. OF WHAT IMPORTANCE TO YOU is your involvement? H C M S L

In making a decision about the allocation of grants and other monies received by the college,

74. OF WHAT IMPORTANCE TO YOU is your involvement? H C M S L

PART IV ADDENDUM

If there are other areas in which you feel students should have a part in making relevant decisions, please indicate them in the space below. Please consider, before writing your response, if the areas are *SPECIFICALLY RELATED TO COLLEGE GOVERNANCE*. If you are indicating one or more areas of concern, please check the college from which you are reporting.

_____ *Mount Royal*

_____ *Red Deer*

Please indicate the faculty in which you are registered: _____

Write additional areas below this line

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX B
IBM ANSWER SHEET

					P	A	R	T						O	N	E					
A	B																				
A	B	C																			
A	B	C																			
A	B																				

PLACING ANY MARKS AMONG TH

					P	A	R	T						T	H	R	E	E					
CODE:	H	High importance																					
	C	Considerable importance																					
	M	Moderate importance																					
	S	Slight importance																					
	L	Little or no importance																					
H	C	M	S	L	59.	H	C	M	S	L	65.	H	C	M	S	L	71.	H	C	M	S	L	
H	C	M	S	L	60.	H	C	M	S	L	66.	H	C	M	S	L	72.	H	C	M	S	L	
H	C	M	S	L	61.	H	C	M	S	L	67.	H	C	M	S	L	73.	H	C	M	S	L	
H	C	M	S	L	62.	H	C	M	S	L	68.	H	C	M	S	L	74.	H	C	M	S	L	
H	C	M	S	L	63.	H	C	M	S	L	69.	H	C	M	S	L							
H	C	M	S	L	64.	H	C	M	S	L	70.	H	C	M	S	L							

APPENDIX C
CORRESPONDENCE

January 6, 1971

Dr. W.B. Pentz
President
Mount Royal College
Calgary 2, Alberta

Dear Dr. Pentz:

I am currently registered in Graduate Studies at the University of Alberta and completing the requirements for the Master's degree in Educational Administration.

In consultation with my advisor, Dr. W.D. Knill, and members of the Alberta Colleges Commission, I would like to undertake a study on a specific aspect of college governance. The research will involve the responses from an estimated 500 full-time students who are currently registered in the Mount Royal and Red Deer colleges. The population sample will be proportionately derived from each college with approximately 376 from Mount Royal and 128 from Red Deer, representing, in total, 10% of the combined enrolment in the two colleges.

The particular objective of the study involves an analysis of students' perceptions in twenty-two decision-making areas relative to college governance. In addition, students will be asked to indicate the degree of importance they attach to their inclusion in each of these areas. The study is somewhat parallel to that currently being conducted in six Alberta colleges by Mr. Charles Day of this department.

It is hoped that the study will identify areas which are of greatest importance to students, and that groupings of certain items might provide a delineation of decision-making processes which would be relevant to students' interests and, at the same time, to their participation in college governance.

- 2 -

I am seeking your permission and support in the conduct of this investigation. The study is relevant to research in college governance which is one of several topics the Alberta Colleges Commission has included in a list of investigations whose findings would be of interest and value to the college system in Alberta. All findings will be made available to the colleges which are involved in the study and to the Alberta Colleges Commission. Personal identity associated with the data will be kept in strictest confidence.

I would greatly appreciate your support in my research, and should you decide to permit the use of your college in this study, I shall do everything possible to make my presence as inobtrusive as possible. Any suggestions on your part as to making the collection of data as expedient as possible would be gratefully accepted. I plan to attend each college personally in order to carry out the investigation as early in the New Year as possible.

In conclusion, I hope the findings from the study will assist significantly in the decisions college administrators may be required to make relative to student participation in college governance.

Yours respectfully,

David Jeffares



MOUNT ROYAL COLLEGE

OFFICE OF
THE PRESIDENT

7th AVENUE AT 11th STREET S.W.
CALGARY 2, ALBERTA

TELEPHONE 266-4611
(AREA CODE 403)

January 8, 1971

Mr. David Jeffares,
Faculty of Education,
Department of Educational
Administration,
University of Alberta
EDMONTON 7, Alberta

Dear Mr. Jeffares:

Your study appears to be most interesting and Mount Royal College would be glad to cooperate. However, I would strongly suggest that you also obtain permission from the Mount Royal College Students Association.

The above can be contacted by writing to Marvin Symons, President,
Wyckham House, 1113 7 Avenue S. W. Calgary 2.

Sincerely,

January 11, 1971

Mr. Marvin Symons
President
Mount Royal College Students' Association
Wyckham House
1113-7 Avenue S.W.
Calgary 2, Alberta

Dear Mr. Symons:

I am currently registered in Graduate Studies at the University of Alberta and completing the requirements for the Master's degree in Educational Administration.

In consultation with my advisor, Dr. W.D. Knill, members of the Alberta Colleges Commission, the two college presidents concerned, and the Students' Associations of the colleges to be used in my research, I would like to undertake a study on a specific aspect of college governance. The research will involve the responses of an estimated 500 or more full-time students who are currently enrolled in the Mount Royal and Red Deer colleges. The population sample will be proportionately derived from each college with approximately 376 students from Mount Royal and 138 students from Red Deer, representing, in total, 16% of the combined enrolment in the two colleges.

The particular objective of the study involves an analysis of students' perceptions in twenty-two decision-making areas relative to college governance. In addition, students will be asked to indicate the degree of importance they attach to their inclusion in each of the twenty-two areas. The study is somewhat parallel to that which is currently being conducted in six Alberta colleges by Mr. Charles Day of this department.

It is hoped that the study will identify decision-making areas which are of greatest importance to students, and that groupings of certain items might provide a delineation of decision-making processes which would be relevant to students' interests and, at the same time, to their participation in college governance.

-2-

I am seeking your permission and support in the conduct of this investigation. The study is relevant to research in college governance which is one of several research topics the Alberta Colleges Commission has included in a list of investigations whose findings would be of interest and value to the college system in Alberta. All findings will be made available to the colleges which are involved in the study and to the Alberta Colleges Commission. Personal identity associated with the data will be kept in strictest confidence.

I would greatly appreciate the support of the Mount Royal College Students' Association. I have already corresponded with your college president, Dr. Walter B. Pentz who has indicated the support of Mount Royal College. This cooperation is contingent upon the support of the Students' Association. Dr. Pentz suggested that I write to you in order to seek such support and permission. If you decide to grant permission and support, I shall do everything possible to make my presence in your college as inobtrusive as possible. Any suggestions on your part as to making the collection of data as expedient as possible would be gratefully accepted. I plan to attend each college personally in order to carry out the investigation as early in the New Year as possible.

In conclusion, I hope the findings from the study will assist significantly in the decisions college administrators may be required to make relative to meaningful student participation in college governance.

Yours respectfully,

David Jeffares

students association of
mount royal college



1113 - 7th avenue s.w.
calgary 2, alberta

January 14, 1971

Mr. David Jeffares,
Department of Educational Administration,
Faculty of Education,
855 General Services Building,
The University of Alberta,
Edmonton 7, Alta.

Dear David:

Our Students Association would be more than
happy to take part in your research plan. We look forward
to talking with you and hope to be able to help you as
much as possible in your work.

Thank you.

Yours truly,

January 6, 1971

Mr. Peter Raffa
President
Red Deer College
Red Deer, Alberta

Dear Mr. Raffa:

I am currently registered in Graduate Studies at the University of Alberta and completing the requirements for the Master's degree in Educational Administration.

In consultation with my advisor, Dr. W.D. Knill, and members of the Alberta Colleges Commission, I would like to undertake a study on a specific aspect of college governance. The research will involve the responses from an estimated 500 full-time students who are currently registered in the Mount Royal and Red Deer colleges. The population sample will be proportionately derived from each college with approximately 376 from Mount Royal and 138 from Red Deer, representing, in total, 16% of the combined enrolment in the two colleges.

The particular objective of the study involves an analysis of students' perceptions in twenty-two decision-making areas relative to college governance. In addition, students will be asked to indicate the degree of importance they attach to their inclusion in each of these areas. The study is somewhat parallel to that currently being conducted in six Alberta colleges by Mr. Charles Day of this department.

It is hoped that the study will identify areas which are of greatest importance to students, and that groupings of certain items might provide a delineation of decision-making processes which would be relevant to students' interests and, at the same time, to their participation in college governance.

- 2 -

I am seeking your permission and support in the conduct of this investigation. The study is relevant to research in college governance which is one of several topics the Alberta Colleges Commission has included in a list of investigations whose findings would be of interest and value to the college system in Alberta. All findings will be made available to the colleges which are involved in the study and to the Alberta Colleges Commission. Personal identity associated with the data will be kept in strictest confidence.

I would greatly appreciate your support in my research, and should you decide to permit the use of your college in this study, I shall do everything possible to make my presence as inobtrusive as possible. Any suggestions on your part as to making the collection of data as expedient as possible would be gratefully accepted. I plan to attend each college personally in order to carry out the investigation as early in the New Year as possible.

In conclusion, I hope the findings from the study will assist significantly in the decisions college administrators may be required to make relative to student participation in college governance.

Yours sincerely,

David Jeffares



RED DEER COLLEGE

RED DEER, ALBERTA

OFFICE OF THE
PRESIDENT

56 AVENUE - 32 STREET

TELEPHONE 346-3376

AREA CODE 403

January 14, 1971.

Mr. David Jeffares,
Department of Educational Administration,
Faculty of Education,
The University of Alberta,
Edmonton 7, Alberta.

Dear Mr. Jeffares:

Re: Research Study on College Governance.

This will acknowledge your request for assistance in conducting your proposed research at Red Deer College.

While we are prepared to cooperate with you in a limited way, it is important that you contact the students of the College directly, in order to arrange for their participation.

I would suggest that you address your request to Mr. John Cuthbertson, President, Red Deer College Students' Council.

January 18, 1971

Mr. John Cuthbertson
President
Red Deer College Students' Council
56 Avenue and 32 Street
Red Deer, Alberta

Dear Mr. Cuthbertson:

I am currently registered in Graduate Studies at the University of Alberta and completing the requirements for the Master's degree in Educational Administration.

In consultation with my advisor, Dr. W. D. Knill, members of the Alberta Colleges Commission, the two college presidents concerned, and the Students' Association/Council of the two colleges to be used in my research, I would like to undertake a study on a specific aspect of college governance. The research will involve the responses of an estimated 500 or more full-time students who are currently enrolled in the first and second years of study in the Mount Royal and Red Deer colleges. The population sample will be proportionately derived from each college with approximately 376 students from Mount Royal and 138 students from Red Deer, representing, in total, 16% of the combined full-time enrolment in the two colleges.

The particular objective of the study involves an analysis of students' perceptions in twenty-two decision-making areas relative to college governance. In addition, students will be asked to indicate the degrees of importance they attach to their inclusion in each of the twenty-two areas. The study is somewhat parallel to that which is currently being conducted in six Alberta colleges, by Mr. Charles Day, a doctoral candidate of this department.

It is hoped that the study will identify decision-making areas which are of greatest importance to students, and that groupings of certain items might provide a delineation of decision-making processes which would be relevant to students' interests and, at the same time, to their participation in college governance.

I am seeking your permission and support in the conduct of this investigation. The study is relevant to research in college governance which is one of several topics the Alberta Colleges Commission has included in a list of investigations whose findings would be of interest and value to the college system in Alberta. All findings will be made available to the colleges which are involved in the study and to the Alberta Colleges Commission. Personal

- 2 -

identity associated with any of the data will be kept in strictest confidence.

I would greatly appreciate the support of the Red Deer College Students' Council. I have already corresponded with your college president, Mr. Peter Raffa. Your vice-president of Red Deer College, Dr. M.N. Eastman has indicated the limited support of the college. This cooperation is contingent upon the support of the Students' Council. Dr. Eastman suggested that I write to you in order to seek such support and permission. If you decide to grant permission and support, I shall do everything possible to make my presence in your college as inobtrusive as I can. Any suggestions on your part as to making the collection of data as expedient as possible would be gratefully accepted. I plan to attend each college personally in order to carry out the investigation as soon as arrangements can be completed.

In conclusion, I hope the findings from the study will assist significantly in the decisions college administrators may be required to make relative to meaningful student participation in college governance.

Yours respectfully,

David Jeffares

/dj



RED DEER COLLEGE
STUDENTS' UNION
RED DEER, ALBERTA

January 29, 1971

Mr. David Jeffares
Graduate Student
Faculty of Education
Department of Educational Administration
The University of Alberta
Edmonton 7, Canada

Dear Mr. Jeffares:

In response to your letter of January 18, 1971 regarding your proposed study, the Students' Association of Red Deer College will be most happy to assist and support you in your study.

Should you need anything further before coming to Red Deer College, contact me at your convenience.

On behalf of the Students' Council, I wish you all the best in your study, in the hopes that it will better the post-secondary education of this province.

Yours respectfully,

APPENDIX D

SAMPLE STATISTICS IN RELATION TO TOTAL ENROLMENTS,
YEAR OF ATTENDANCE, AND PROGRAM TYPE
AS OF MARCH 1, 1971

TABLE XIV

SAMPLE STATISTICS IN RELATION
TO TOTAL ENROLLMENTS
AS OF MARCH 1, 1971

	College A	College B	Totals
1. Population Totals	2,756	734	3,490
Per Cent of Population Total N = 3,490	79 %	21 %	100.00%
2. Population Sample Totals	368	132	500
Per Cent of Total Sample Population N = 500	73 %	27 %	100.00%
Per Cent of Population Total N = 3,490	13 %	18 %	14 %

TABLE XV
SAMPLE STATISTICS IN RELATION
TO YEAR OF ATTENDANCE
AS OF MARCH 1, 1971

	College A	College B	Totals
1. (a) First-Year-of-Attendance Student Totals	2,320	477	2,797
(b) First-Year-of-Attendance Population Sample Totals	269	65	334
Per Cent of First Year Population Totals N = 2,797	11%	13 %	12 %
2. (a) Second-Year-of-Attendance Student Totals	436	257	793
(b) Second-Year-of-Attendance Population Sample Totals	93	67	160
Per Cent of Second Year Population Totals N = 793	22 . %	26 %	24 %
3. "Other" Student Totals*	6	0	6

* Excluded from statistical analyses because respondents did not categorize as first or second year students.

TABLE XVI
 SAMPLE STATISTICS IN RELATION
 TO PROGRAM TYPE
 AS OF MARCH 1, 1971

	College A	College B	Totals
1. (a) Transfer Student Totals	639	550	1,189
(b) Transfer Population Sample Totals	186	95	281
Per Cent of Transfer Student Totals	29 %	17 %	23 %
2. (a) Career Student Totals	2,117	184	2,301
(b) Career Population Sample Totals	159	28	187
Per Cent of Career Student Student Totals	8 %	15 %	8 %
3. "Other" Student Totals*	23	9	32

* Excluded from statistical analyses because respondents did not categorize as transfer or career students.

APPENDIX E

POLYGONS

COMPARISONS OF AVERAGE PREFERRED AND PERCEIVED
MEANS OF INVOLVEMENT ACCORDING TO
DESCRIPTIVE CRITERIA

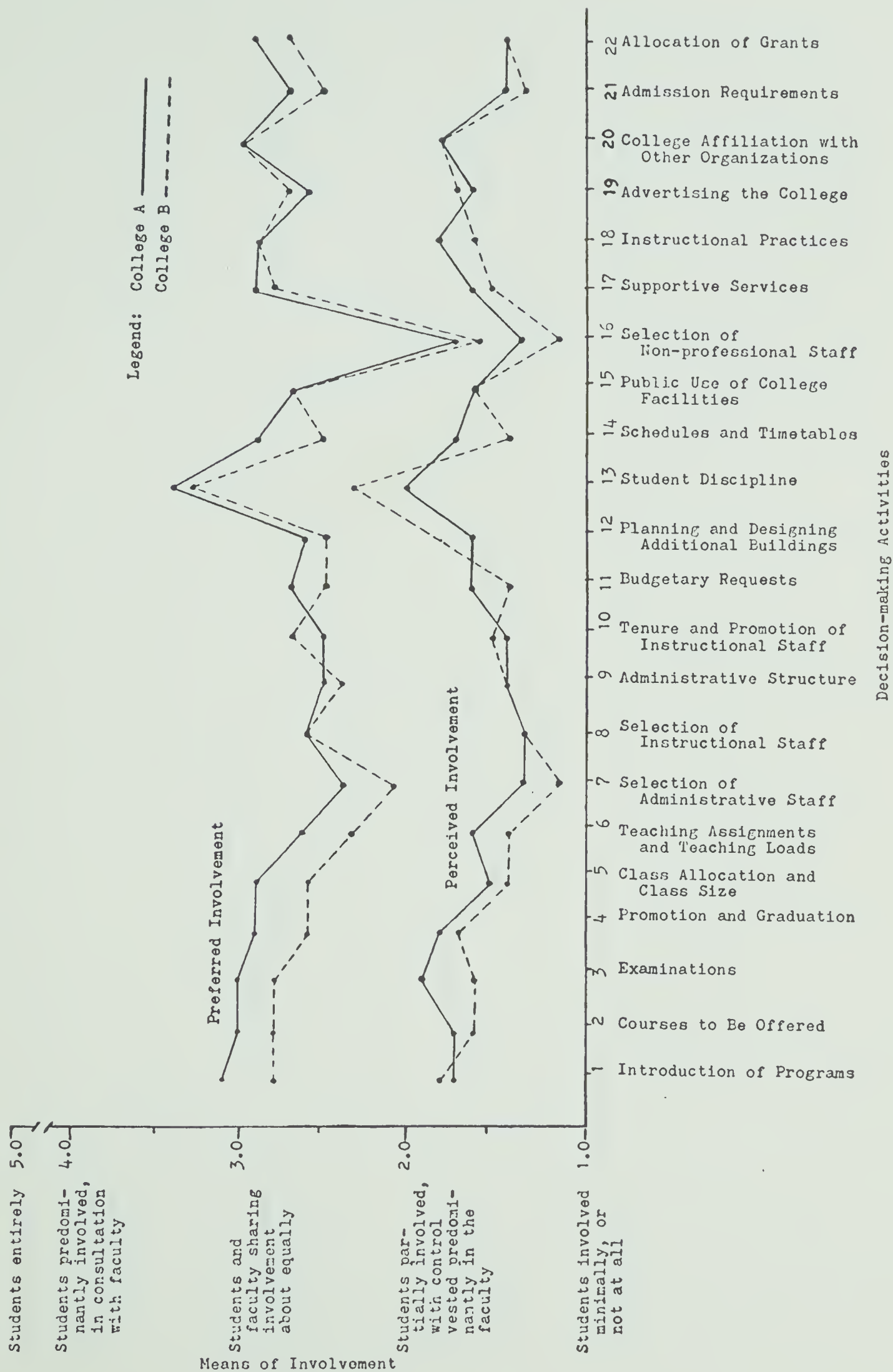


Figure 1
Comparison of Average Preferred and Perceived Means of Involvement According to College of Attendance

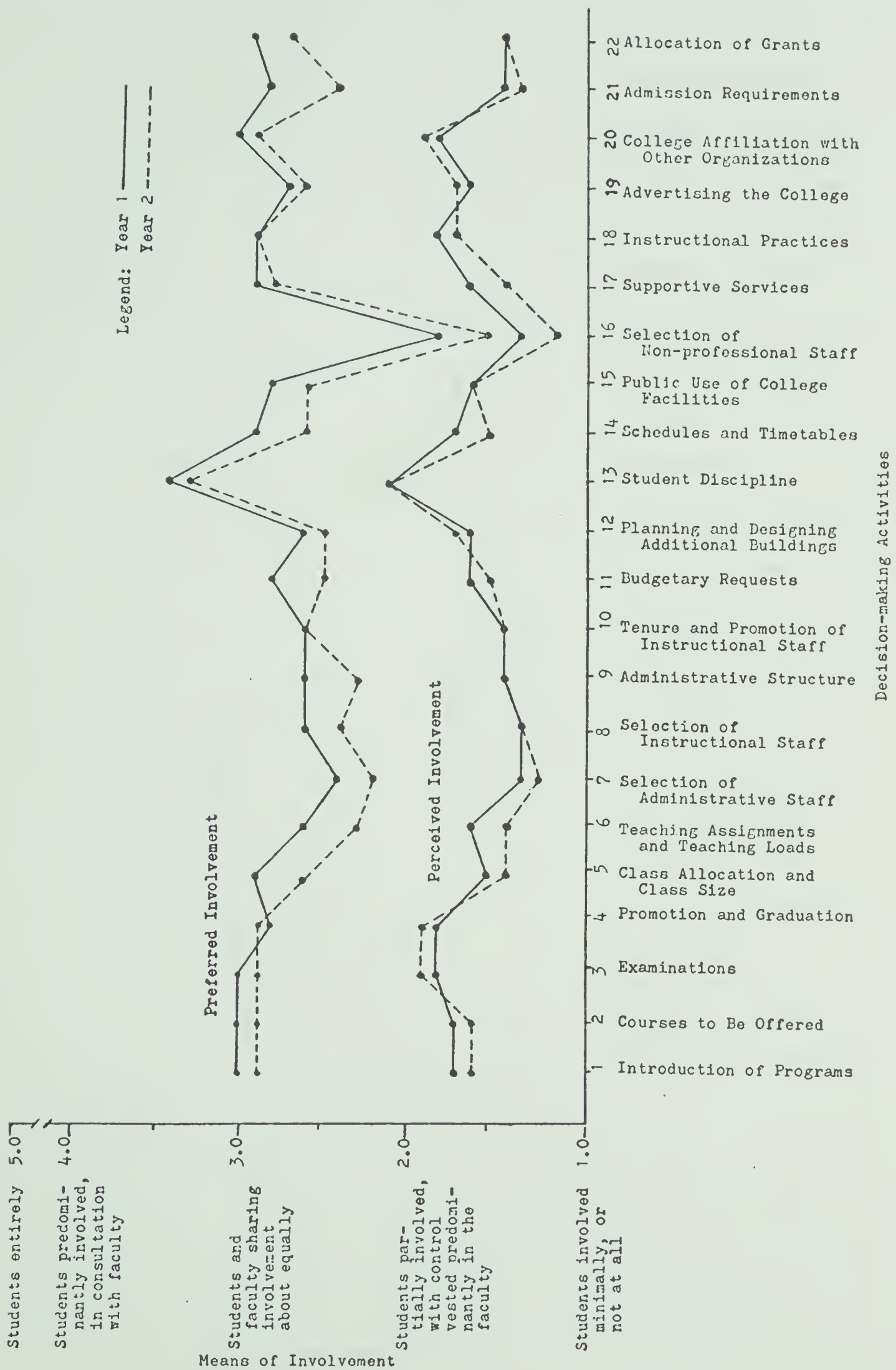


Figure 2
Comparison of Average Preferred and Perceived
Means of Involvement According
to Year of Attendance

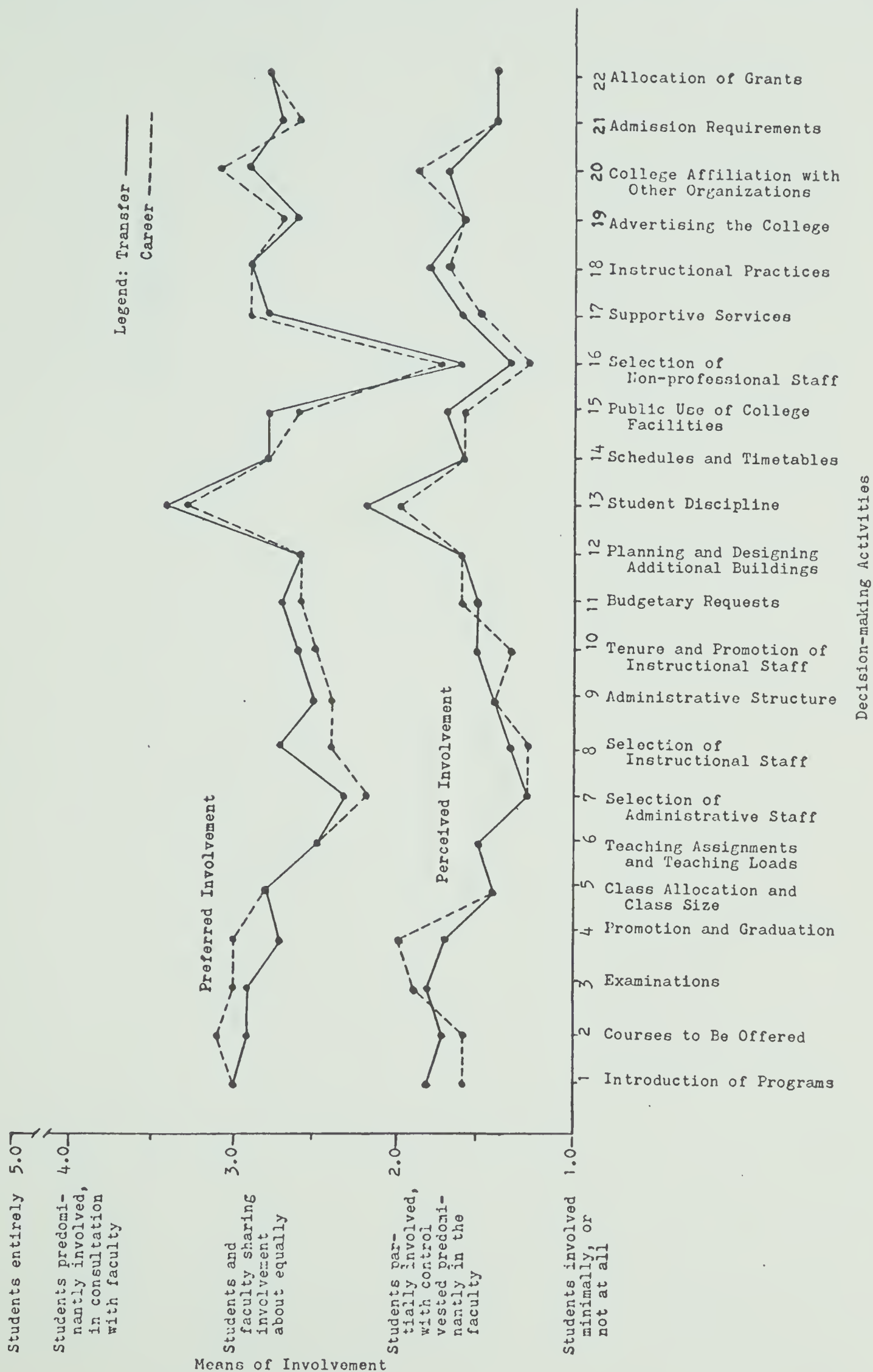


Figure 3
Comparison of Average Preferred and Perceived Means of Involvement According to Type of Program

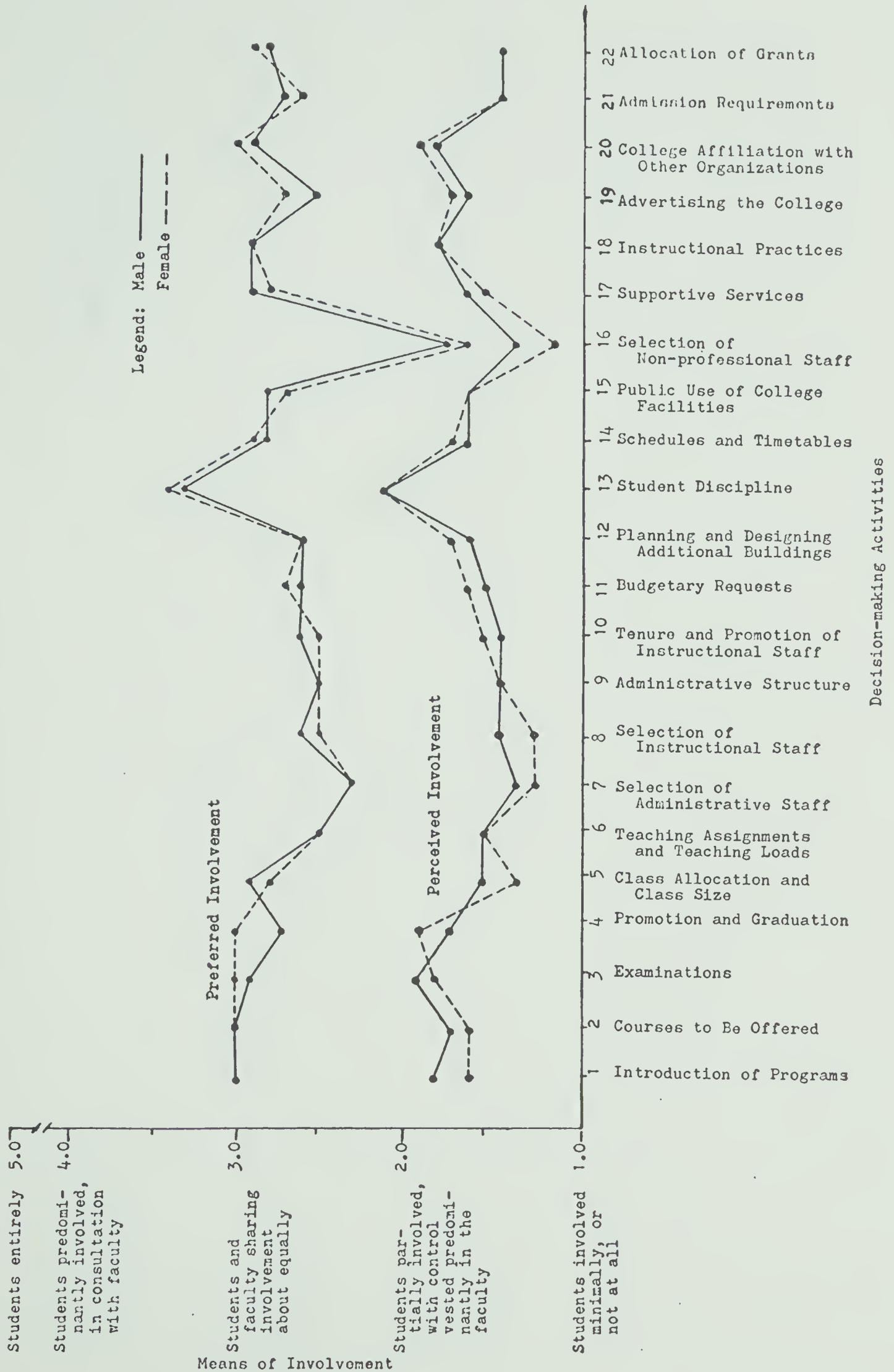


Figure 4
Comparison of Average Preferred and Perceived Means of Involvement According to Sex

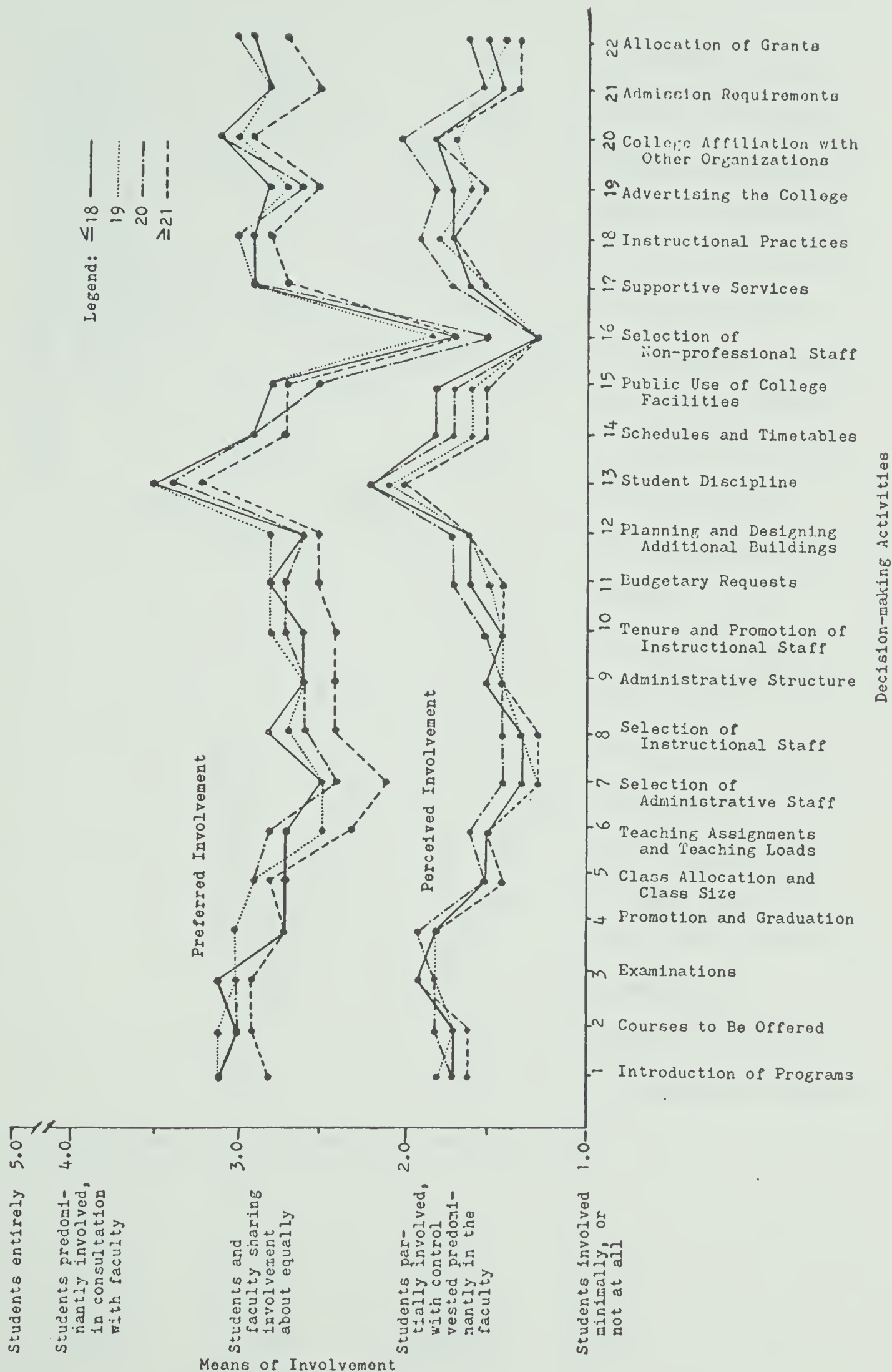


Figure 5

Comparison of Average Preferred and Perceived Means of Involvement According to Age Category

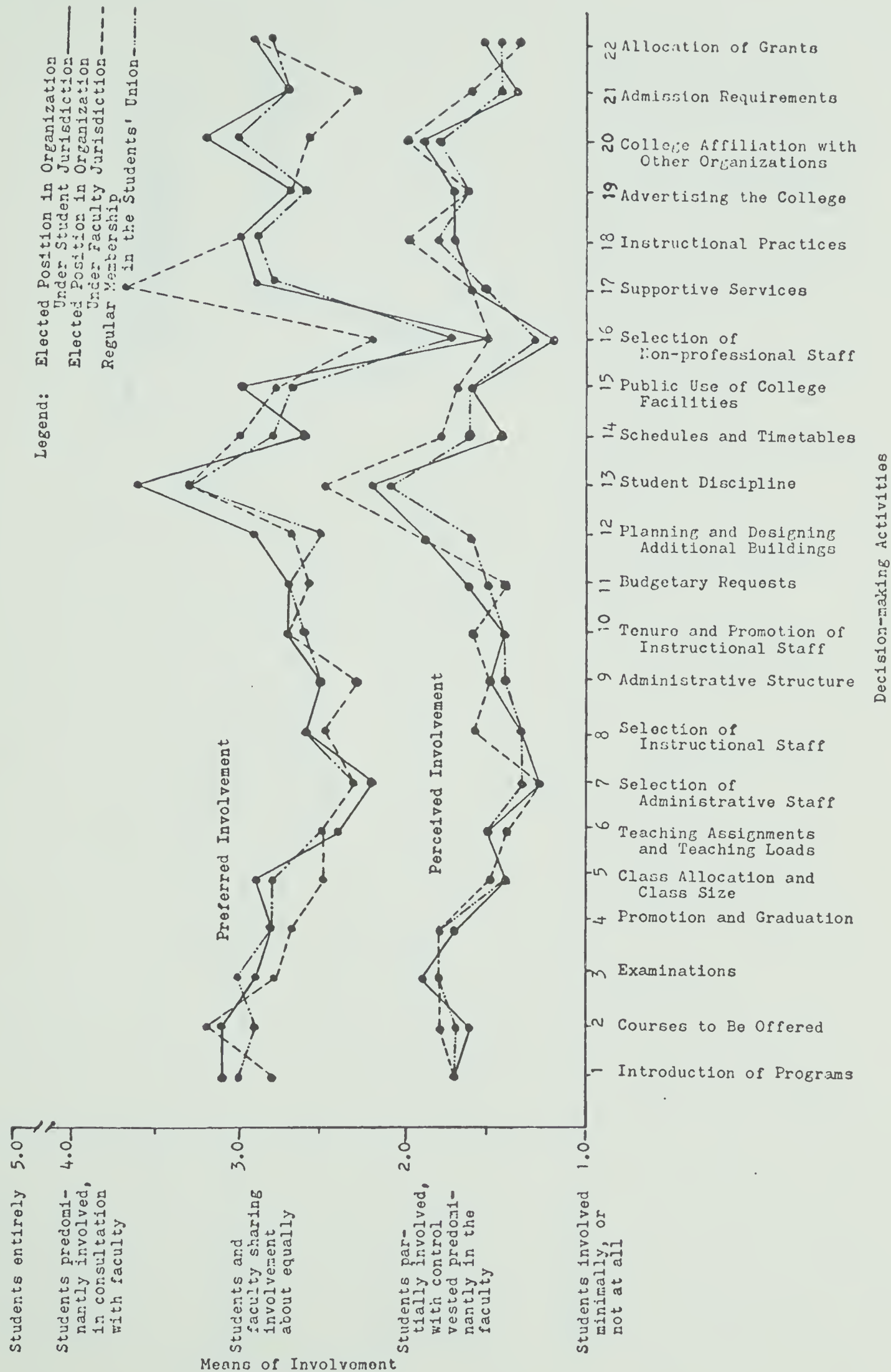


Figure 6
Comparison of Average Preferred and Perceived Means of Involvement According to Membership Type

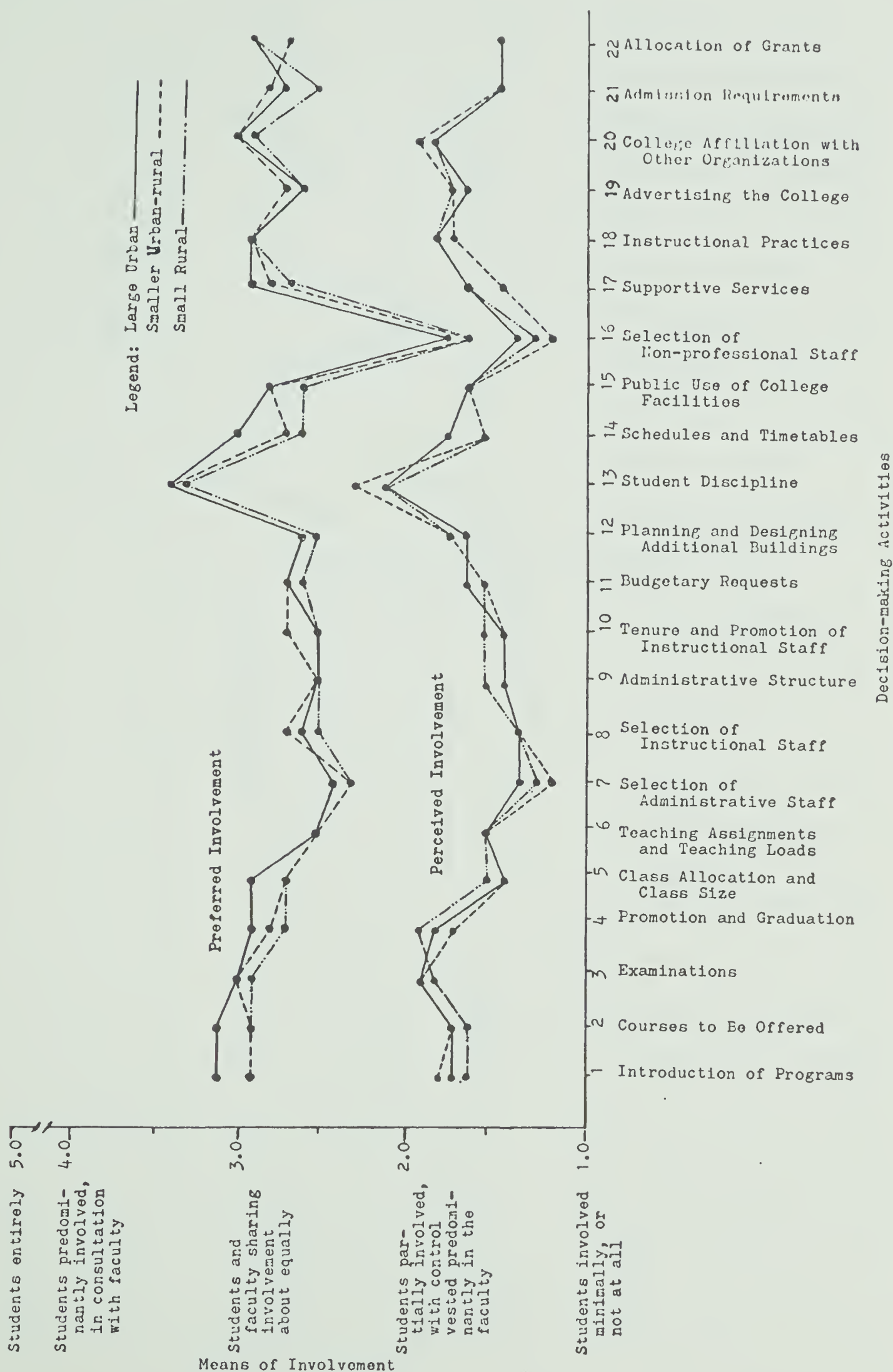


Figure 7
Comparison of Average Preferred and Perceived Means of Involvement According to High School Background

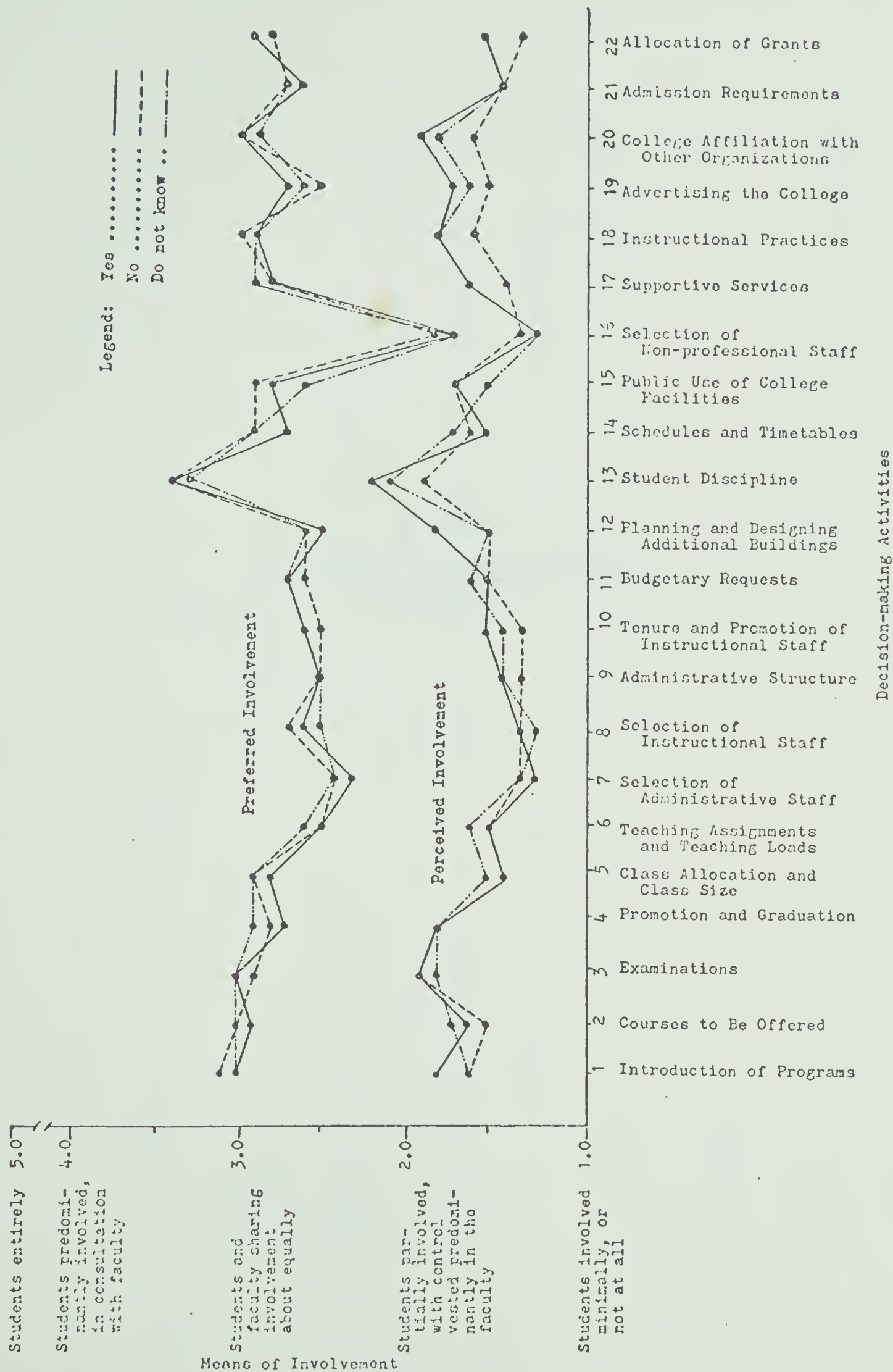


Figure 8

Comparison of Average Preferred and Perceived Means of Involvement According to Knowledge of Provision for Student Participation in Decision-Making Processes

APPENDIX F

HISTOGRAMS DEPICTING IMPORTANCE
OF INVOLVEMENT

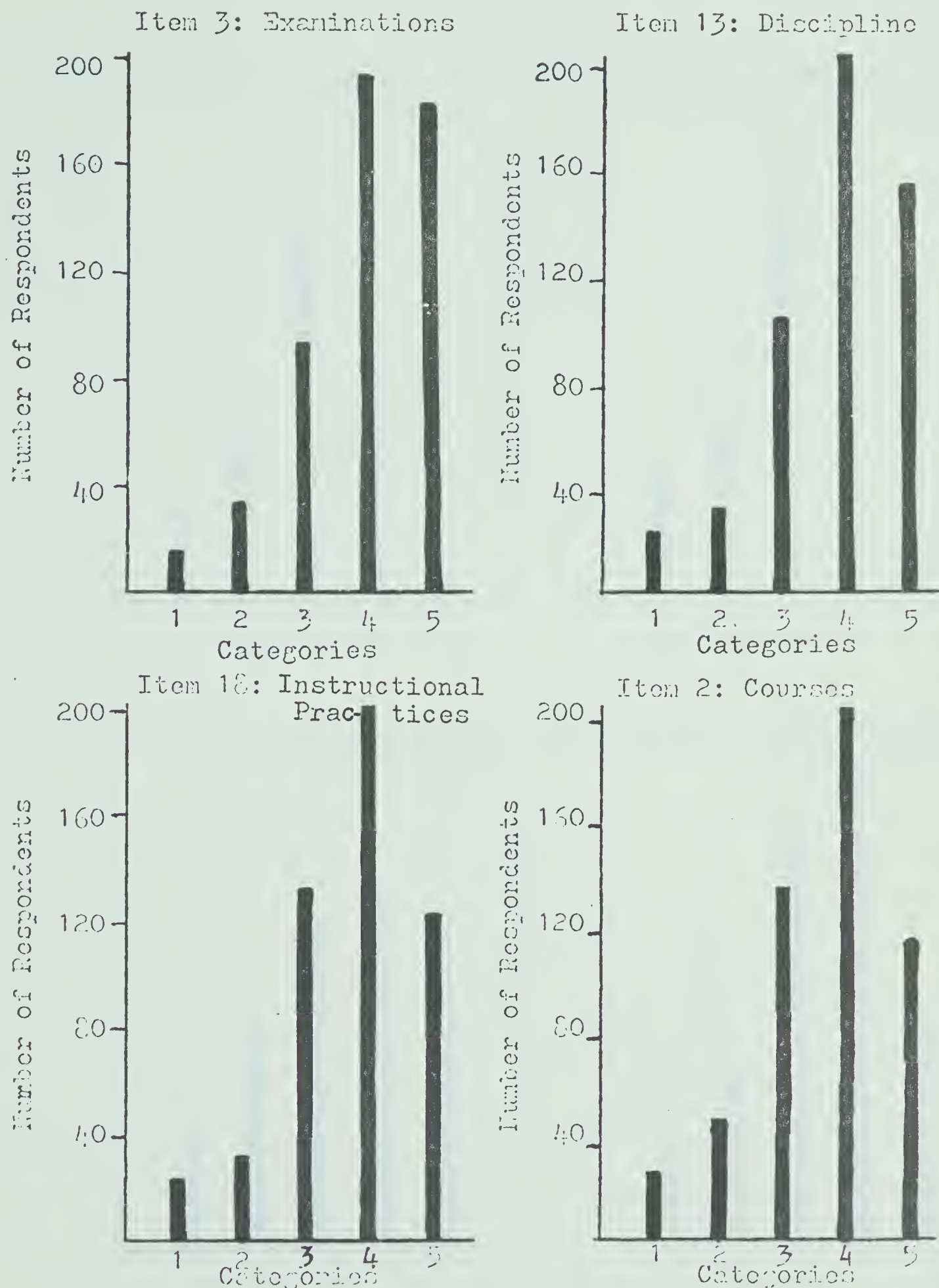


Figure 9

Histograms Depicting Importance of Involvement

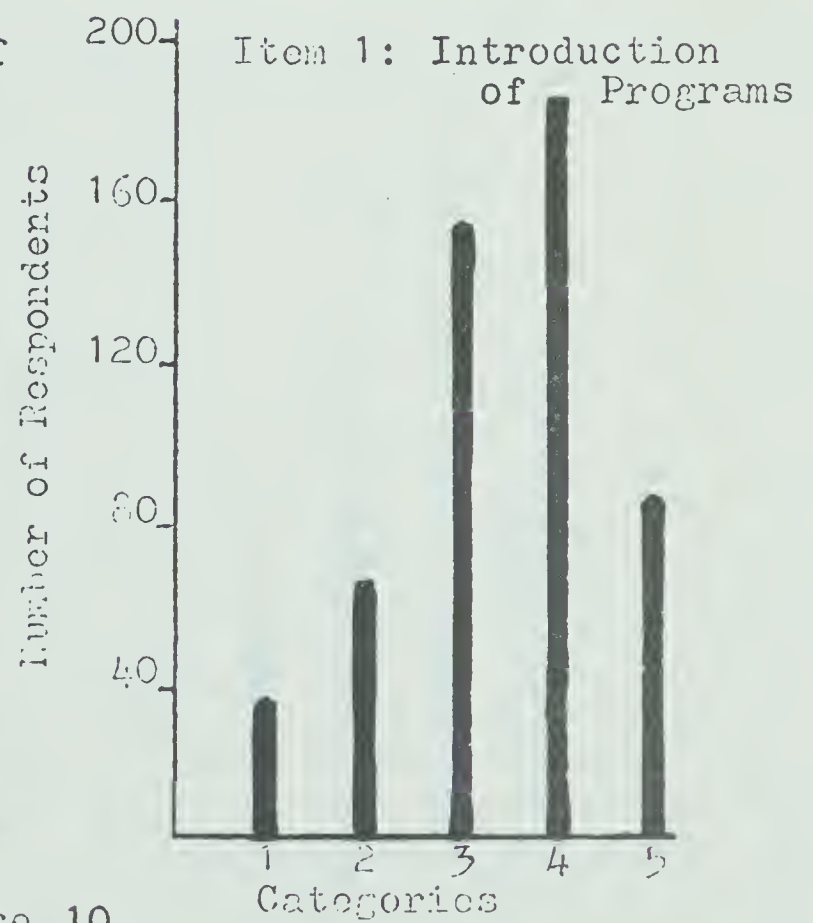
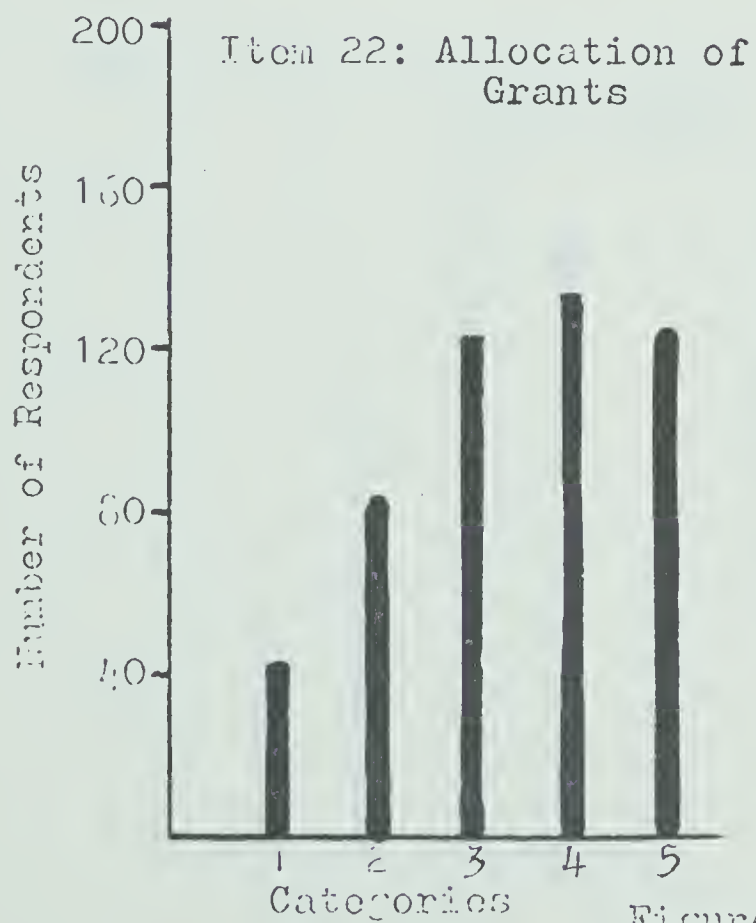
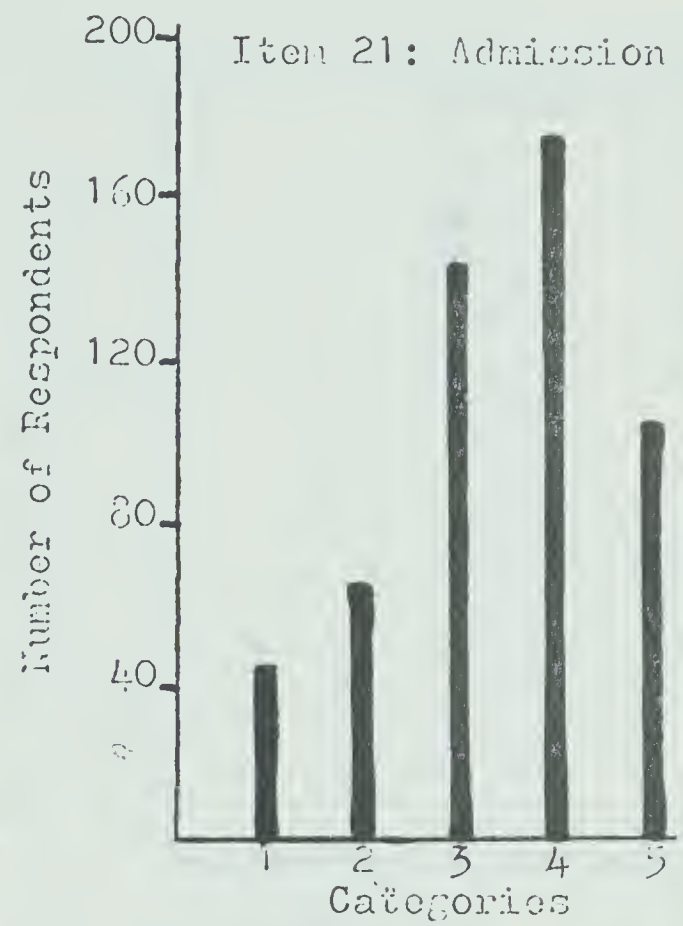
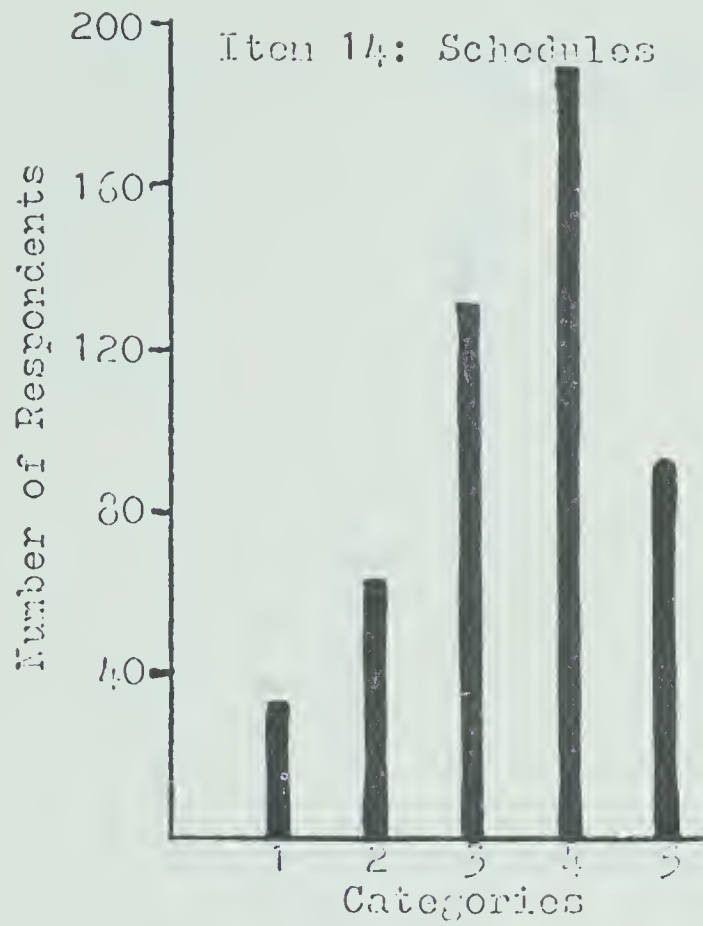


Figure 10

Histograms Depicting Importance of Involvement

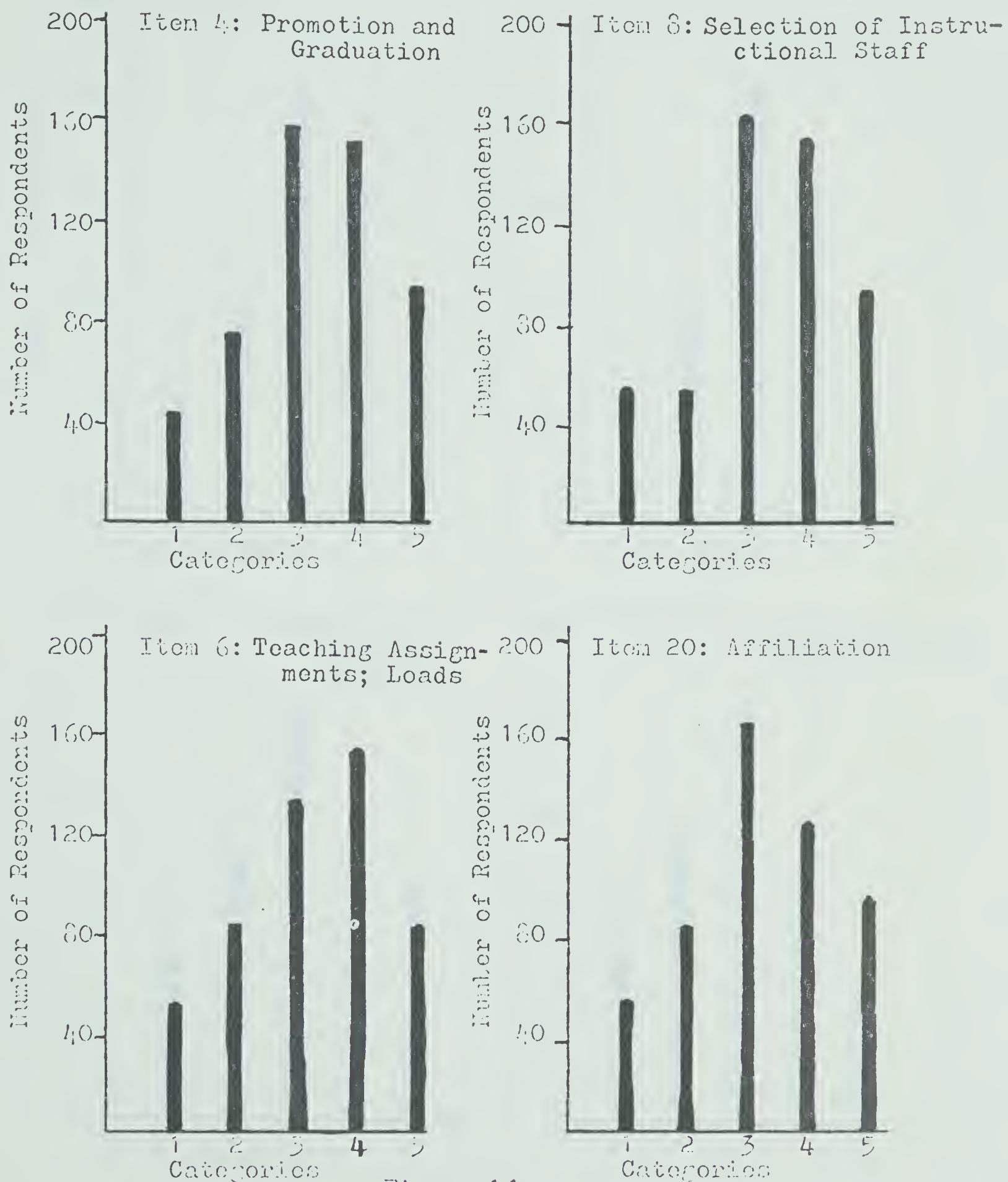


Figure 11

Histograms Depicting Importance of Involvement

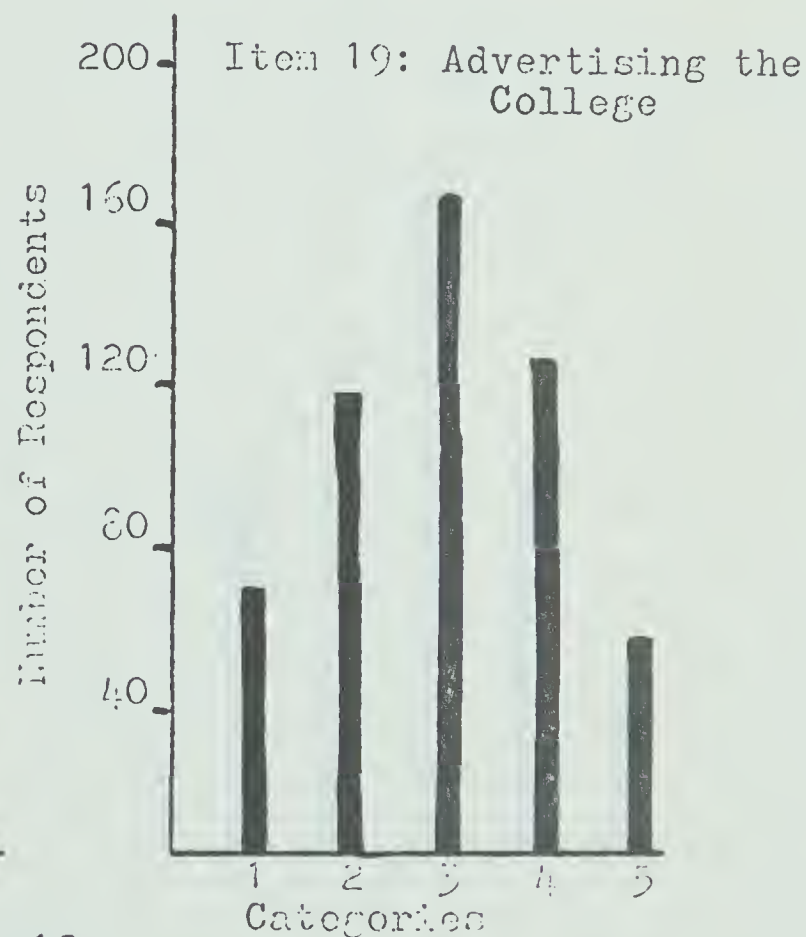
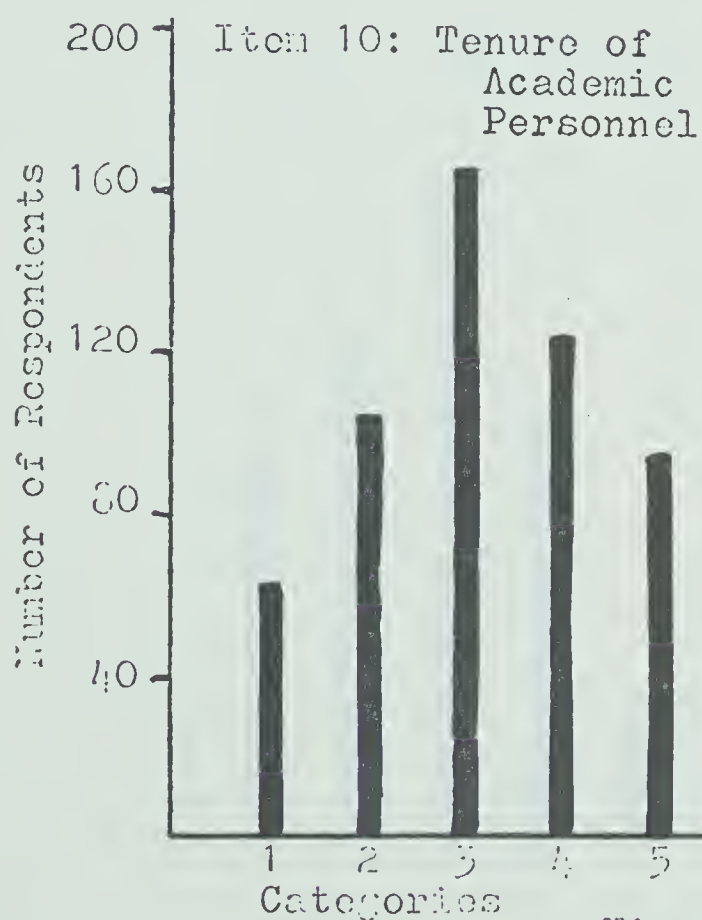
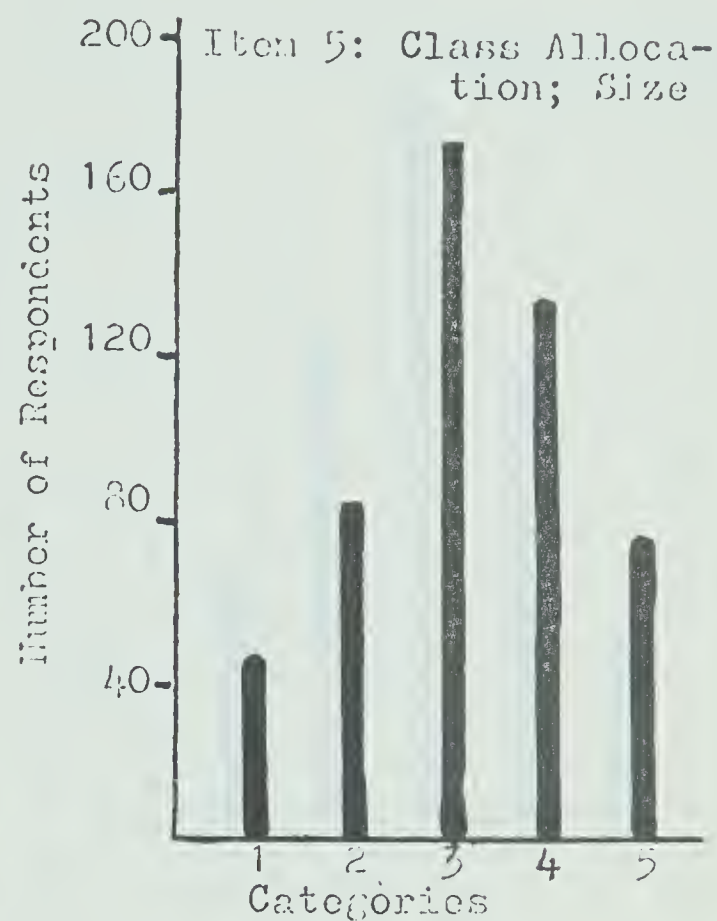
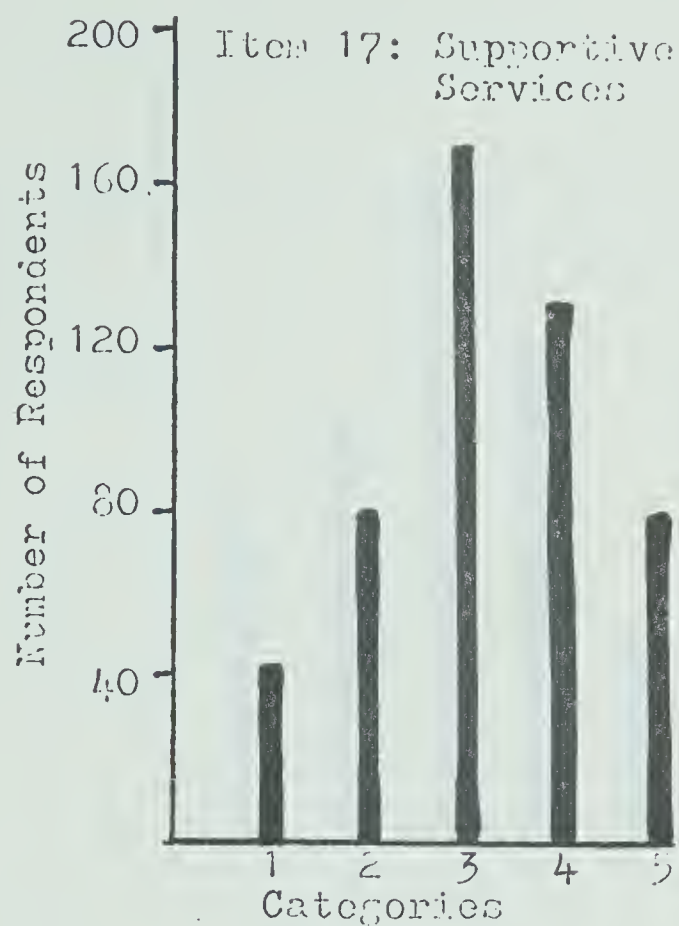


Figure 12

Histograms Depicting Importance of Involvement

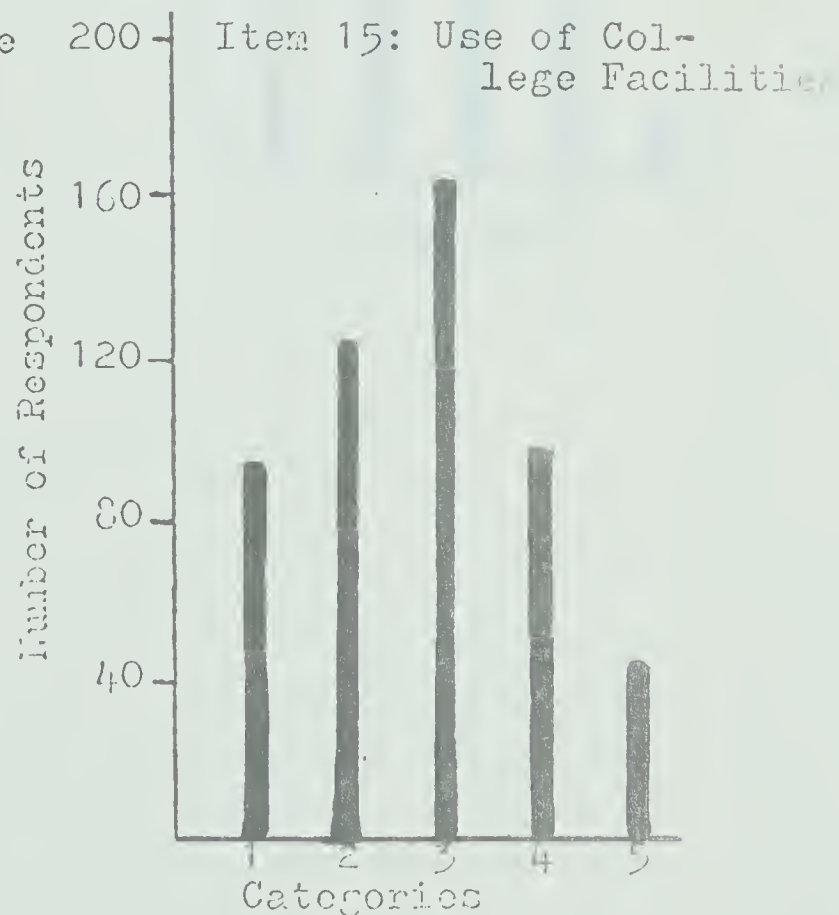
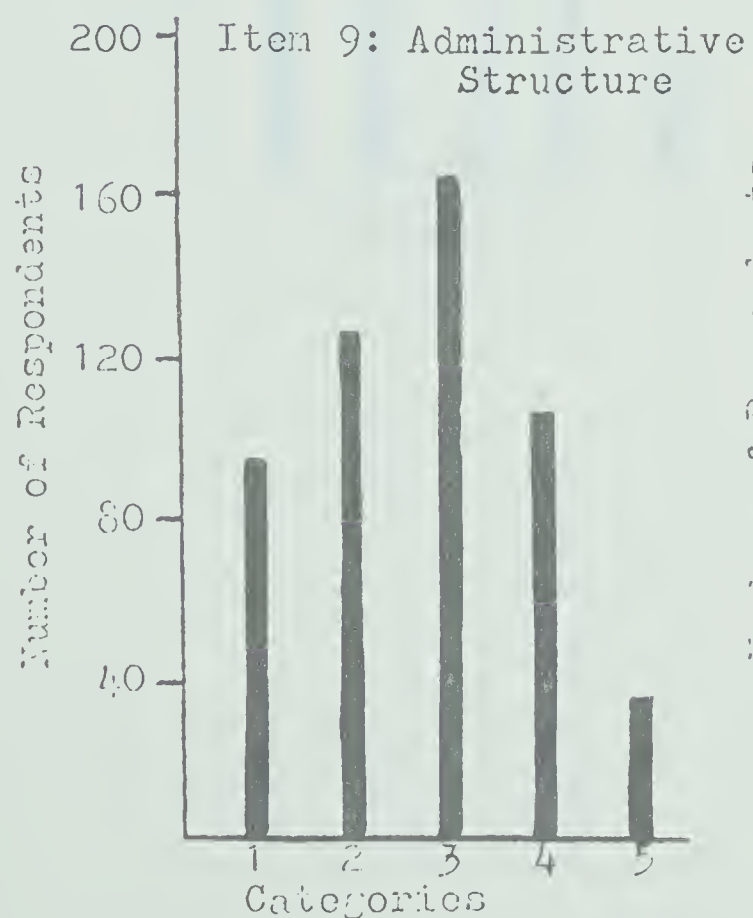
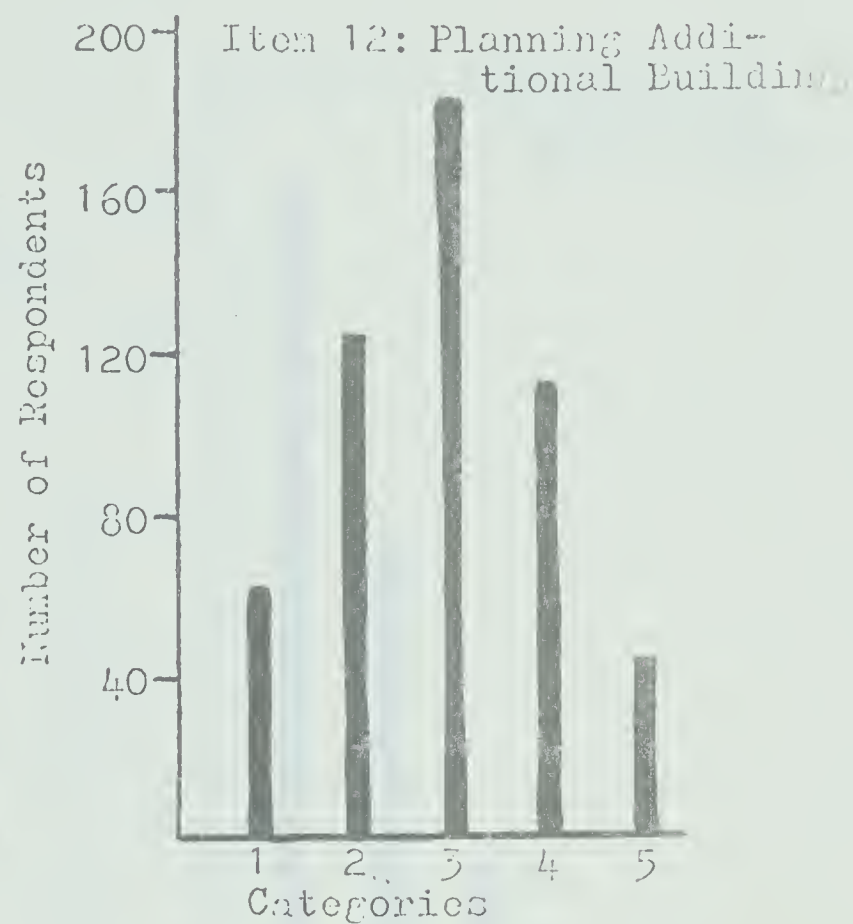
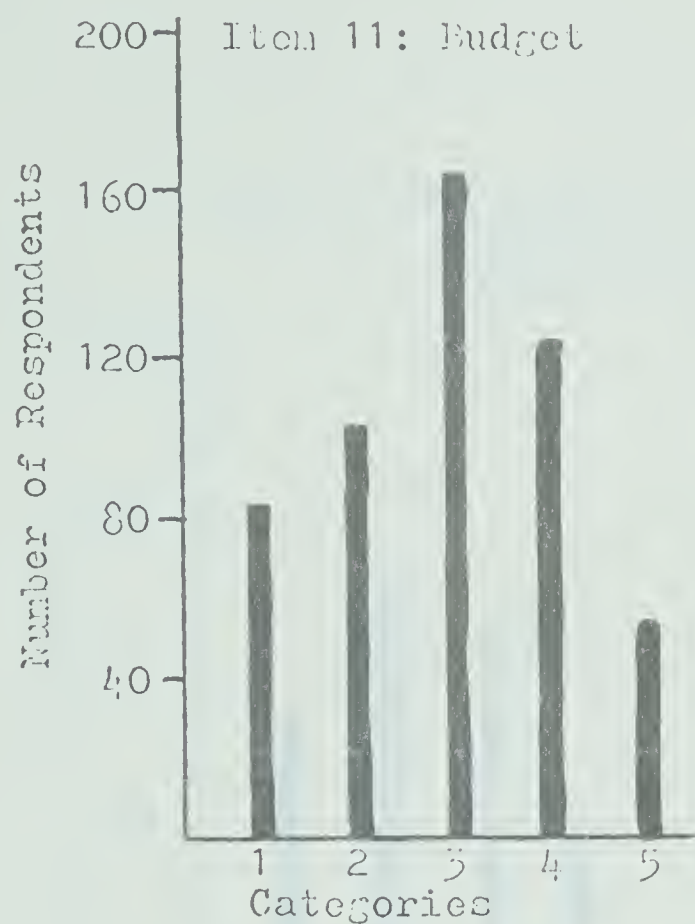


Figure 13

Histograms Depicting Importance of Involvement

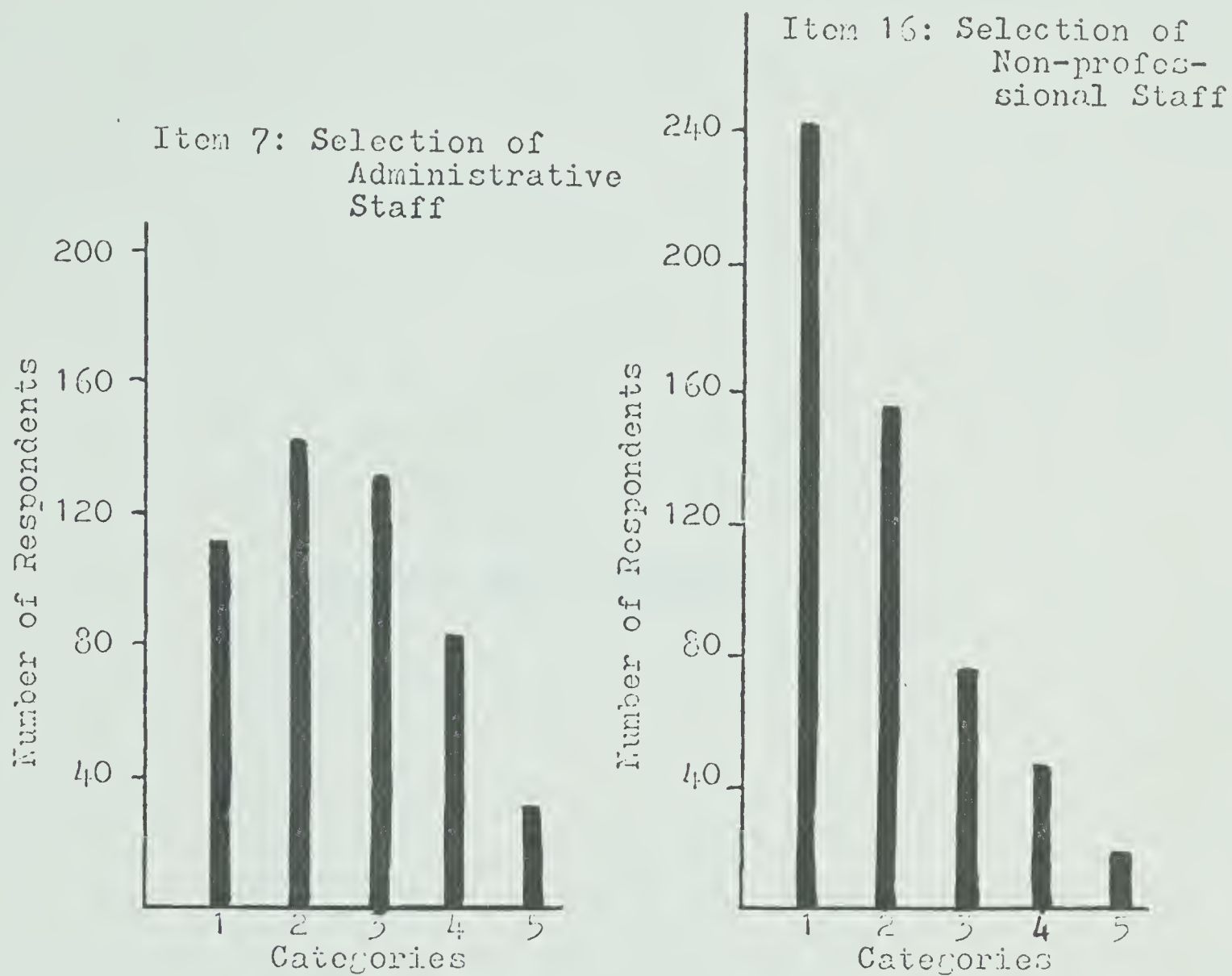


Figure 14
Histograms Depicting Importance of Involvement

APPENDIX G
RESPONSES FROM THE ADDENDUM

RESPONSES FROM THE ADDENDUM

Total number of responses..... 36

From College A 21

From College B 15

Responses in Support of Decision-making Items

Frequencies	Comment	Decision-making Item(s)
4	Students should be in a position to assist in changing and improving present courses. They should also be included in evaluative processes.	1, 2, 3
3	Admission requirements for acceptance into the faculty of medicine are high. Money should be put into training "home-grown" doctors in order to curb the need for "imports".	21
3	Larger universities in affiliation with colleges should attempt to establish closer relationships in the design of transfer programs. Discrepancies between the University of Alberta and the University of Calgary are disturbing especially when they occur in the same programs.	20
2	Students should have equal voice in all institutional matters from the most routine, such as parking, to the most responsible, such as the evaluation of present policy and the selection of instructional staff.	9
1	Students should be able to initiate open laboratories and tutorial assistance for those whose interests lie in a particular field of study.	18
1	Students should be involved in policies which relate to living accommodation.	12

Frequencies	Comment	Decision-making Item
1	Students should assume a more active role in promoting the college and what it has to offer the community which surrounds it.	19
5	Students are concerned about the relationship between counselling services and drop-outs. They are concerned about library services.	17
1	Timetable changes treat students as though they were statistics.	14
1	Administrative personnel are rude, bureaucratic, and inaccessible.	7
2	Students should have a voice in the decisions which are made in relation to the tenure of a professor whose foreign accent impedes understanding.	8, 10

Responses in Opposition to Decision-making Items

1	The administration has more experience and knowledge in institutional matters and in the selection of instructional staff.	8, 9
3	Students are at college to learn and pass courses, not to worry about administrative functions and/or social life; they are in college for an education.	9
1	Students are not very interested in administrative processes in the college because they are in attendance for a short time.	9

General Comments

2	Students should have more say in determining policies concerning loans and grants.
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1 Does a student's social status and
economic background affect his chances
for involvement in college governance?

1 Students should be involved in the
policy-making which is associated
with internship in the Faculty of
Education.

1 Students should be actively involved
members on the College Disciplinary
Board and the Board of Governors.

1 Students are not cognizant of the roles
played by faculty members and admini-
strators.

Students wish to be involved in oper-
ations such as:

2 campus parking,
3 athletic fees; student union fees, and
2 book store operations.

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